Saturday Review
September 18, 1971 50¢

Property of
AMBASSADOR COLLEGE LIBRARY
Big Sandy, Texas

OAKFIELD INNOVATIVE SYSTEMS, INC.
EDUCATIONAL DIVISION
24 ATLANTIC AVENUE WESTTOWN, CALIFORNIA 99999

INVOICE NO. C78796

DATE: 9/18/71

For services rendered to 323 children $27,455

LEARNING C.O.D.
CAN THE SCHOOLS BUY SUCCESS?

430 R75755B84AMBBOX94522JAN72
AMBASSADOR COLL LIBR
BOX 927
BIG SANDY TX 75755

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

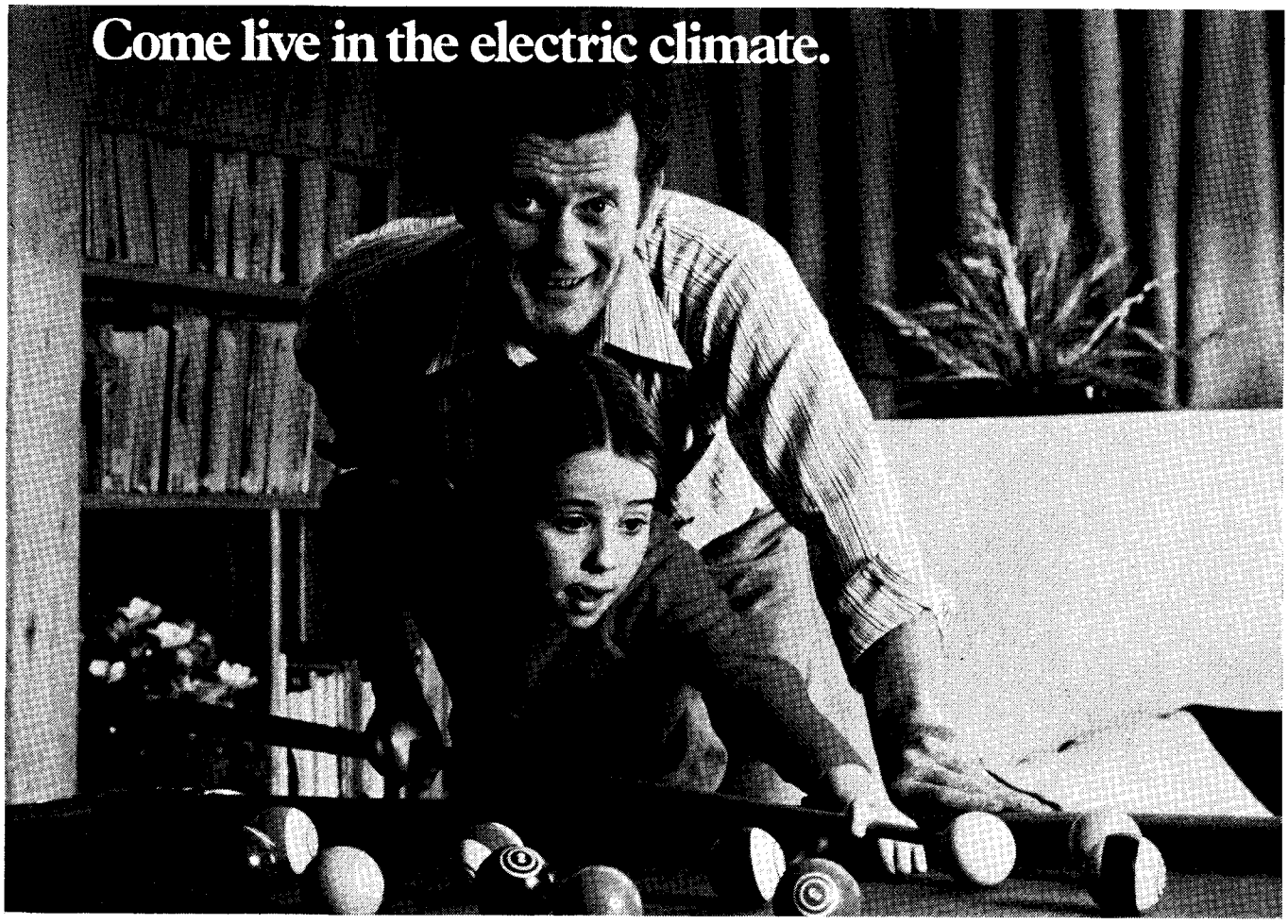
It was Deauville, Monte Carlo, The Grand Tour, and Mumm was the word.

The era is gone.
Except for us.
Today you can still buy
the finest champagne
the world has ever known.

Mumm's the word.
Always will be.

IMPORTED BY BROWNE VINTNERS COMPANY, NEW YORK, N.Y., AND SAN FRANCISCO, CALIF.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



The electric climate can do more than help give you more room for living...

It's a superior indoor environment that can make any kind of building cost less to own...and it can help the outdoor environment, too!

Consider what the benefits of *the electric climate* can mean to you as a homeowner. And as a cost-conscious, people-conscious executive. And as a civic-minded citizen.

The human benefits of the electric climate:
Flameless electric heat is the heart of *the electric climate.* It fills rooms with a soft, even warmth that can't be matched for comfort. No drafty corners. No sudden chills. Except for the comfort, you hardly know it's there–whether you're in your electrically heated home or office or church or school. Think how much better people live and play and learn and work in such a pleasant environment.

The dollar value benefits of the electric climate:
The initial cost of flameless electric equipment that results in *the electric climate* is comparable to or *lower* than other types. Requires little or no maintenance. And the *cost* of electricity remains a real bargain!

The environmental benefits of the electric climate:
Buildings with *the electric climate* put nothing into the air around them...because electricity is the cleanest form of energy there is at its point of use. Generation of electricity by combustion methods produces by-products that cause pollution, but these by-products can be best controlled at modern power plants. In fact, the electric utility industry is a pioneer in the development and installation of pollution control devices and, of course, is actively engaged in even further improving the techniques of control.

The electric climate promises a better future. Find out more from your electric utility. You, your company and your community will benefit.

Live better electrically / Move toward a better world.

Edison Electric Institute, 90 Park Avenue, New York, N.Y. 10016

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Earth-shaking problems turn on what Chou En-lai and President Nixon will discuss when the two men meet next year. Still it seems safe to state that at least one aspect of American life will not be affected by that summit conference: our love affair with Chinese food. There is hardly a town in the country that does not have at least one Chinese restaurant. Chinese food buffs in New York City can choose among hundreds of restaurants.

Now it is possible to move that love affair out of the restaurant and into your own home with a useful little book we have just published. The title is THE CHINESE MENU COOKBOOK. The author, Constance D. Chang, who has been called the Julia Child of Chinese cookery, has conducted her own Chinese cooking classes on TV and knows how to show the average cook how to make great Chinese dishes out of ingredients to be found in the local supermarket and with utensils in your own kitchen. The book is easy to follow: step-by-step instructions (illustrated with drawings) are climaxed with the finished dish photographed in mouthwatering, living color. Furthermore, Ms. Chang presents the reader with suggestions for full course meals, not just random dishes.

For example, a Lucullan dinner for six might include: tomato-clam soup, deep fried walnut chicken, sweet-sour pork, cucumber salad, egg fried rice. Preparation time is about as long as it would take to fry up a couple of pork chops and boil up a pot of noodles. The results are beautifully satisfying to the palate, to the eye, and to the guests. I know because I tested the recipes for this meal myself about two weeks ago and with the exception of one tiny disaster with the chopped walnuts, the dinner was right on.

One final note: in these days of wage and price freezes, it is a pleasure to offer a genuine bargain. THE CHINESE MENU COOKBOOK contains dozens of recipes illustrated in full color for only $3.95. And it even tells you how to use chopsticks.

L.L. Day
Editor-at-Large

THE CHINESE MENU COOKBOOK ($3.95), by Constance D. Chang, is published by Doubleday & Company, Inc., 277 Park Avenue. Copies may be obtained from your own bookseller or any Doubleday Book Shop, one of which is located at 14 Wall Street, New York 10005.

Saturday Review

Cover story, page 62

Learning C.O.D.: Can the Schools Buy Success?

by James A. Mecklenburger and John A. Wilson

Cover photo by David Strickler, Monkmeyer

IDEAS

27 What New Role for the People's Republic of China? by Richard C. Hottelet

31 To the President of the U.S.S.R. Supreme Soviet: On the Persecution of Repatriate Jews

EDITORIAL

32 Does Anyone Have Time to Think?

BOOKS

35 The Writer's Demotion to Solid-Citizen Status, an essay by John W. Aldridge on the malaise of little magazines

35 Index of Books Reviewed

40 Book Forum: Letters from Readers

48 Books for Young People by Zena Sutherland

EDUCATION

62 Learning C.O.D.: Can the Schools Buy Success? by James A. Mecklenburger and John A. Wilson

66 The Open Classroom: Protect It from Its Friends by Marilyn Hapgood

70 Teaching the Mentally Retarded: Patience and Expectation by Nancy and Bruce Roberts

THE ARTS

MOVIES

14 Hollis Alpert reviews "Desperate Characters" and "Make a Face."

DANCE

59 Walter Terry appraises Mexico City's attractions.

TRAVEL

54 David Butwin savors Danish island life.

COLUMNS

10 Goodman Ace: Top of My Head

18 Cleveland Amory: Trade Winds

22 Robert Lewis Shayon: TV-Radio

33 Letters to the Editor

GAMES

39 Literary I.Q.

40 Wit Twister

52 Literary Crypt

88 Kingsley Double-Crostic No. 1954

CARTOONISTS: Chon Day, Joseph Farris, Lo Linkert, Richard McAllister, Donald Orecheck, John Ruge, Bob Schochet, Bernard Schoenbaum, Bernard Tobey

Saturday Review published weekly by Saturday Review, Inc., 380 Madison Ave., New York, N.Y. 10017. Norman Cousins, President and Editor; William D. Patterson, Executive Vice President and Publisher; Nathan Cohn, Senior Vice President and Treasurer; Richard L. Tobin, Vice President and Associate Publisher; Harry T. Morris, Vice President-Advertising; Irving Kolodin, Vice President-Programs; Joseph S. Iseman, Secretary; Robert A. Burghardt, Director of Advertising Services; Martin A. Blum, Director of Promotion and Research; George Reeves, Circulation Director; Bert Garmise, Circulation Consultant; Marion Urmy, Assistant to the Publisher. Subscription $12 a year. Member Audit Bureau of Circulations. Vol. LIV, No. 38, September 18, 1971. Second-class postage paid at New York, N. Y., and at additional mailing offices. Indexed in the "Readers' Guide to Periodical Literature."
© 1971 by Saturday Review, Inc. All rights reserved under the Berne and Pan-American Copyright Conventions. Reproduction in whole or in part of any article (in English or other languages) without permission is prohibited. Printed in the United States of America. Unsolicited manuscripts cannot be returned unless accompanied by a properly addressed envelope bearing sufficient postage.
Send all remittances and correspondence about subscriptions, undelivered copies, and changes of address to Subscription Department, SATURDAY REVIEW, 380 Madison Ave., New York, N. Y. 10017.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

WHAT TO DO WITH WINE BESIDES DRINK IT.

Unfortunately, wine doesn't come with instructions. And lots of people have never known much about its proper care.

We at Inglenook Vineyards would like to take this time to give you a few pointers on the subject.

We spend a lot of time and money in the making of our wine. And once it passes out of our hands, we'd like to feel that it's being given the best possible treatment.

DON'T MAKE THIS COMMON MISTAKE.

Wine should always be stored lying down on its side, never standing up. That's so the cork will always be moist. If the cork dries out, air will get to the wine and spoil it.

Bad. Good.

Keep wine in a cool, dark place. About 55–60 degrees is just right. But the most important thing is that the temperature be constant. It should vary no more than a few degrees year 'round.

DECANTING WINE.

If you have wines five years old and older, they may have a little sediment in them. In order to serve the wine without the sediment getting mixed up in the wine, you should decant it.

To do this, just pour the wine very slowly into another bottle or carafe. Place a candle behind the neck of the bottle and the second you see a little sediment coming across, stop.

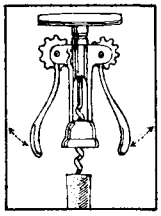
THE ROOM TEMPERATURE MYTH.

White wines and sparkling wines such as Champagne and rosé should be served cold. How cold is cold? 45 degrees is just right. If you don't have a thermometer, put the wine in the refrigerator for 2½ hours before serving. Or in a bucket with ice cubes and water for 15 minutes.

Red wines should be served at room temperature. But this doesn't mean 72 degrees. The "room temperature" standard was established in Europe long before the invention of central heating. At that time, rooms in Europe were about 65 to 68 degrees, which is the perfect temperature for serving red wines. You can bring a wine's temperature down to that level by placing it in the refrigerator five minutes before serving. But never heat a bottle of red wine in order to get it up to the proper temperature. There's no quicker way to destroy a bottle of wine than to heat it up.

AVOIDING THAT METALLIC TASTE.

Remove the metal capsule from the top of the wine bottle below the lip. With a napkin, clean off the top between the cork and the glass. This is done because it's impossible to pour wine from a bottle without spilling a little on the lip. And since the metal cap is sometimes corroded, the wine could pick up a metallic taste if it were to spill over the edge.



Now remove the cork, gently, so as not to disturb the wine. We recommend the wing-type corkscrew because you don't have to jerk it to get the cork out.

A FINAL WORD OF CAUTION.

Now that you know the basics of how to treat wine, you should also know there aren't many wines around that deserve this kind of treatment.

Because there's nothing you can do at home to save a wine if it's been mishandled at the winery.

Which brings us to Inglenook.

We take elaborate precautions to make sure our wine is handled properly.

For instance, the walls of our wine cellar are 3 feet thick limestone, which keeps the temperature constant.

Our wine casks rest upon a dirt foundation, instead of concrete, the usual practice. This promotes fresh air circulation, and it also stabilizes the humidity.

If you look on the label of our wine, you'll see the words, "Produced and Bottled by Inglenook Vineyards".

This means we do everything from start to finish ourselves, in order to make sure that our wine is never mishandled.

Naturally, this kind of extra care costs extra money.

And we pass the extra cost right on to you.

Inglenook is the most expensive wine made in America. So when you pick up a bottle of it, take good care of it.

And it'll take good care of you.

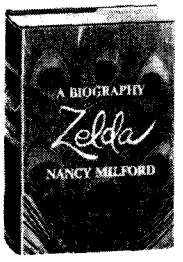
INGLENOOK

We make the most expensive wine in America.

This ad is one of a series. If you'd like copies of the other ads, send your name and address to The Winemaster, Inglenook Vineyards, Rutherford, California 94573.

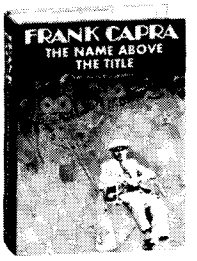
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

WHICH OF THESE BOOKS HAVE YOU

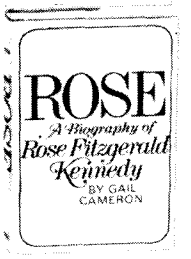


510. ZELDA *by* NANCY MILFORD. Photographs (Pub list price **$10**)

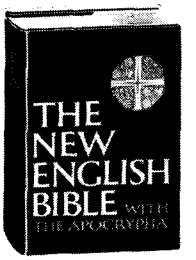
105. THE ISRAELIS Founders and Sons *by* AMOS ELON (Pub list price **$10**)



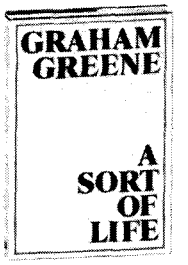
109. FRANK CAPRA: THE NAME ABOVE THE TITLE *by* FRANK CAPRA. Photos (Pub list price **$12.50**)



210. ROSE: A Biography of Rose Fitzgerald Kennedy *by* GAIL CAMERON Photographs (Pub list price **$6.95**)



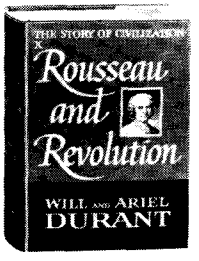
517. THE NEW ENGLISH BIBLE With the Apocrypha Standard Edition (Pub list price **$9.95**)



160. A SORT OF LIFE *by* GRAHAM GREENE (Pub list price **$6.95**)

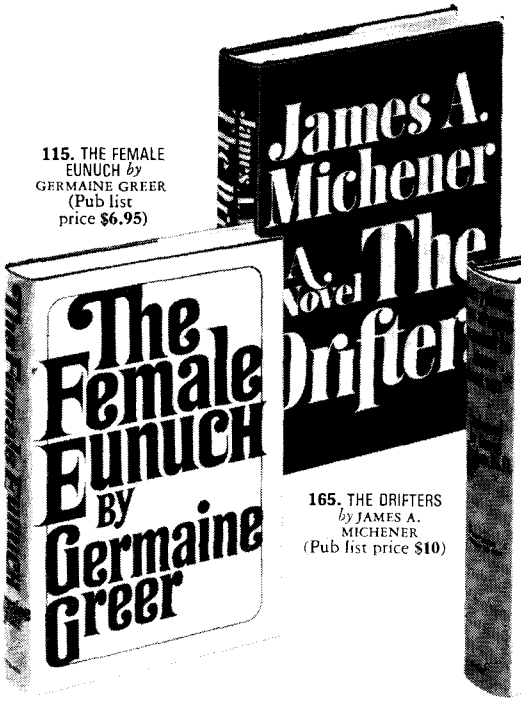
118. THE SAN FRANCISCO EARTHQUAKE *by* GORDON *THOMAS and* MAX MORGA WITTS. Photographs (Pub list price **$7.95**)

163. MACRAMÉ: Creative Design in Knotting *by* DONA Z. MEILACH. Illus. (Pub list price $7.95)



381. ROUSSEAU AND REVOLUTION *by* WILL *and* ARIEL DURANT. Illus. (Pub list price **$15**)

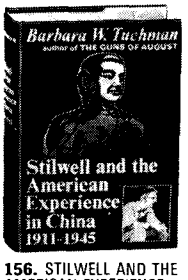
115. THE FEMALE EUNUCH *by* GERMAINE GREER (Pub list price **$6.95**)



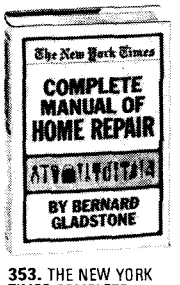
165. THE DRIFTERS *by* JAMES A. MICHENER (Pub list price $10)

206. EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT SEX *by* DAVID REUBEN, M.D. (Pub list price **$6.95**)

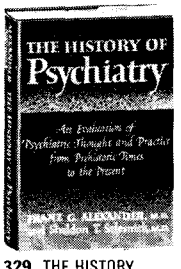
131. ANY WOMAN CAN! *by* DAVID REUBEN, M.D. price $7.95)



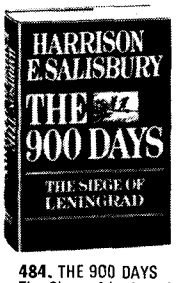
156. STILWELL AND THE AMERICAN EXPERIENCE IN CHINA, 1911-1945 *by* BARBARA W. TUCHMAN. Photos (Pub list price **$10**)



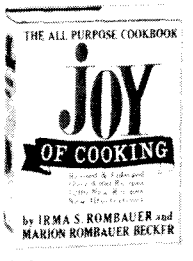
353. THE NEW YORK TIMES COMPLETE MANUAL OF HOME REPAIR *by* BERNARD GLADSTONE. Illus. (Pub list price **$7.95**)



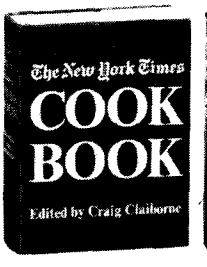
329. THE HISTORY OF PSYCHIATRY *by* F. G. ALEXANDER, M.D., *and* S. T. SELESNICK, M.D. Illus. (Pub list price **$11.95**)



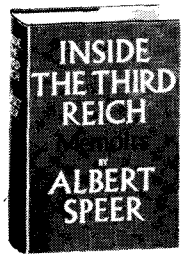
484. THE 900 DAYS The Siege of Leningrad *by* HARRISON E. SALISBURY. Photos. (Pub list price **$10**)



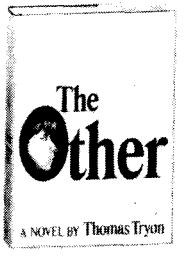
161. JOY OF COOKING *by* IRMA S. ROMBAUER *and* MARION R. BECKER Illustrated (Pub list price **$6.95**)



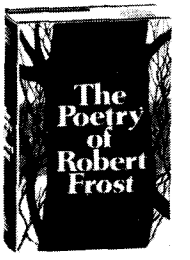
244. THE NEW YORK TIMES COOK BOOK *Edited by* CRAIG CLAIBORNE. Illus. (Pub list price **$9.95**)



351. INSIDE THE THIRD REICH Memoirs by Albert Speer. Photos (Pub list price **$12.50**)

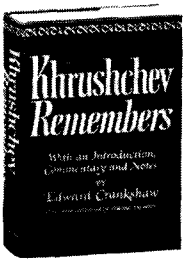


106. THE OTHER *by* THOMAS TRYON (Pub list price **$6.95**)

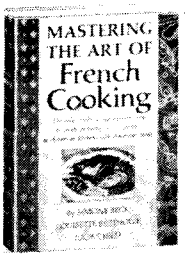


127. THE POETRY OF ROBERT FROST *Edited by* EDWARD CONNERY LATHEM (Pub list price **$10.95**)

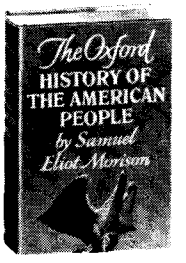
174. IN SOMEONE'S SHADOW, LISTEN TO THE WARM, STANYAN STREET & OTHER SORROWS *by* ROD MC KUEN. (Pub list prices total **$13.50**)



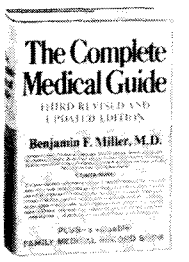
531. KHRUSHCHEV REMEMBERS *Translated and edited by* STROBE TALBOTT Notes by EDWARD CRANKSHAW Photos (Pub list price **$10**)



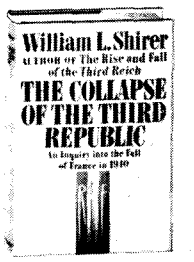
580. MASTERING THE ART OF FRENCH COOKING *by* JULIA CHILD, LOUISETTE BERTHOLLE, SIMONE BECK Illustrated (Pub list price **$12.50**)



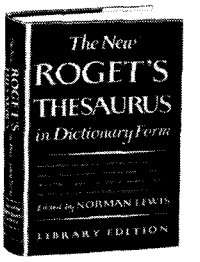
234. THE OXFORD HISTORY OF THE AMERICAN PEOPLE *by* SAMUEL ELIOT MORISON. Illustrated (Pub list price **$15**)



140. THE COMPLETE MEDICAL GUIDE *by* BENJAMIN F. MILLER, M.D., 3rd rev. ed. Illus. (Pub list price **$9.95**)



319. THE COLLAPSE OF THE THIRD REPUBLIC: An Inquiry into the Fall of France in 1940 *by* WILLIAM L. SHIRER. Maps (Pub list price $15)

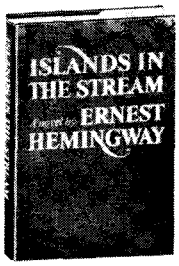


103. THE NEW ROGET'S THESAURUS IN DICTIONARY FORM *Edited by* NORMAN LEWIS (Pub list price **$5.50**)

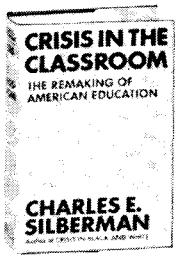
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PROMISED YOURSELF TO READ?

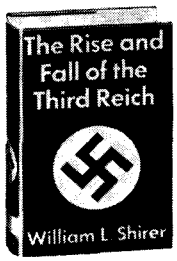
47. MYSELF AMONG THERS *by* RUTH ORDON (Pub list rice **$10**)



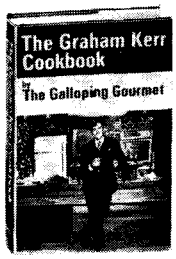
302. ISLANDS IN THE STREAM *by* ERNEST HEMINGWAY (Pub list price **$10**)



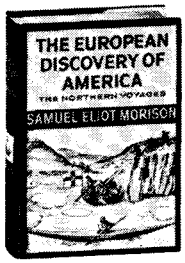
123. CRISIS IN THE CLASSROOM *by* CHARLES E. SILBERMAN (Pub list price **$10**)



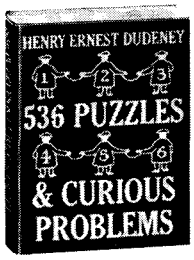
431. THE RISE AND FALL OF THE THIRD REICH *by* WILLIAM L. SHIRER (Pub list price **$15**)



130. THE GRAHAM KERR COOKBOOK *by* THE GALLOPING GOURMET Photographs (Pub list price **$7.95**)



345. THE EUROPEAN DISCOVERY OF AMERICA The Northern Voyages *by* SAMUEL ELIOT MORISON Illustrated (Pub list price **$15**)



390. 536 PUZZLES & CURIOUS PROBLEMS *by* HENRY ERNEST DUDENEY. Illustrated (Pub list price **$9.95**)

AN INVITATION TO READERS

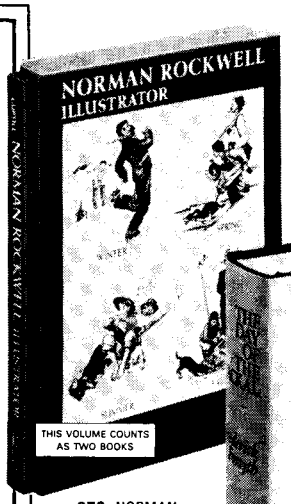
who may have considered membership in the

BOOK-OF-THE-MONTH CLUB®

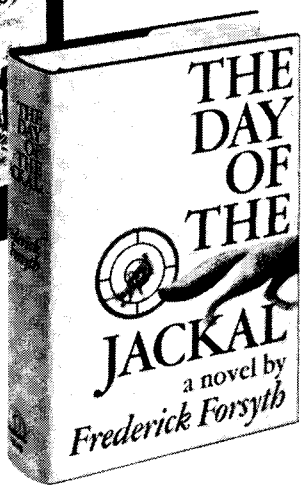
CHOOSE ANY FOUR FOR ONLY $1

IN A SHORT EXPERIMENTAL SUBSCRIPTION

You simply agree to buy four additional Club Selections or Alternates within a year at special members' prices

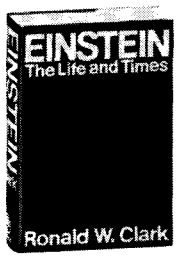


370. NORMAN ROCKWELL ILLUSTRATOR *by* ARTHUR GUPTILL Illustrated (Pub list price **$20**)



124. THE DAY OF THE JACKAL *by* FREDERICK FORSYTH (Pub list price **$7.95**)

201. LOVE AND WILL *by* ROLLO MAY (Pub list price **$7.95**)



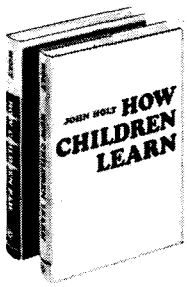
114. EINSTEIN The Life and Times *by* RONALD W. CLARK Photographs (Pub list price **$15**)

A library-building plan every reading family should know about

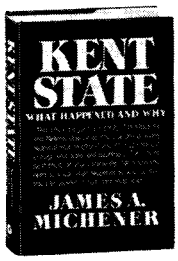
THE EXPERIMENTAL MEMBERSHIP suggested here will prove, *by your own actual experience,* how effectually membership in the Book-of-the-Month Club can **keep you from missing** books you fully intend to read.

As long as you remain a member, you will receive the Book-of-the-Month Club *News,* a literary magazine each issue of which describes the Selection as well as scores of other important books, most of which are available at substantial discounts—up to **40%** on more expensive volumes. All books **are identical to the publishers' editions in format, size and quality.** If you wish to purchase the Selection, do nothing and it will be shipped to you automatically. However, there is no obligation to purchase any particular volume. If you do not wish the Selection or any other book offered in the *News*—or if you want one of the Alternates—simply indicate your decision on a form provided and mail it so that it is received by the date specified on the form.

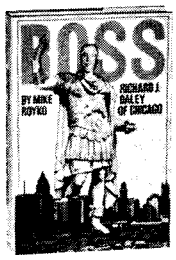
If you continue after this experimental membership, you will earn, *for every Club Selection or Alternate you buy,* a Book-Dividend Credit. Each Credit, upon payment of a nominal sum, often only **$1.00 or $1.50** —somewhat more for unusually expensive volumes or sets—will entitle you to a Book-Dividend® which you may choose from over 100 fine library volumes available over the year. This unique library-building system, together with the sizable discounts on Selections and Alternates, enables members to save **more than 60%** of what they would otherwise have to pay for books they want to read and own.



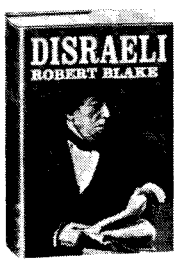
200. HOW CHILDREN LEARN *and* HOW CHILDREN FAIL *by* JOHN HOLT. (Pub list prices total **$9.45**)



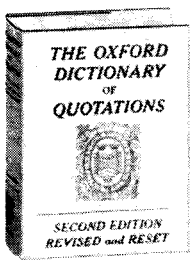
162. KENT STATE What Happened and Why *by* JAMES A. MICHENER Photographs (Pub list price **$10**)



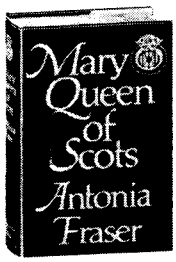
285. BOSS: Richard J. Daley of Chicago *by* MIKE ROYKO (Pub list price **$5.95**)



116. DISRAELI *by* ROBERT BLAKE. Illustrated (Pub list price **$12.50**)



260. THE OXFORD DICTIONARY OF QUOTATIONS (Pub list price **$12.50**)



328. MARY QUEEN OF SCOTS *by* ANTONIA FRASER. Photographs (Pub list price **$10**)

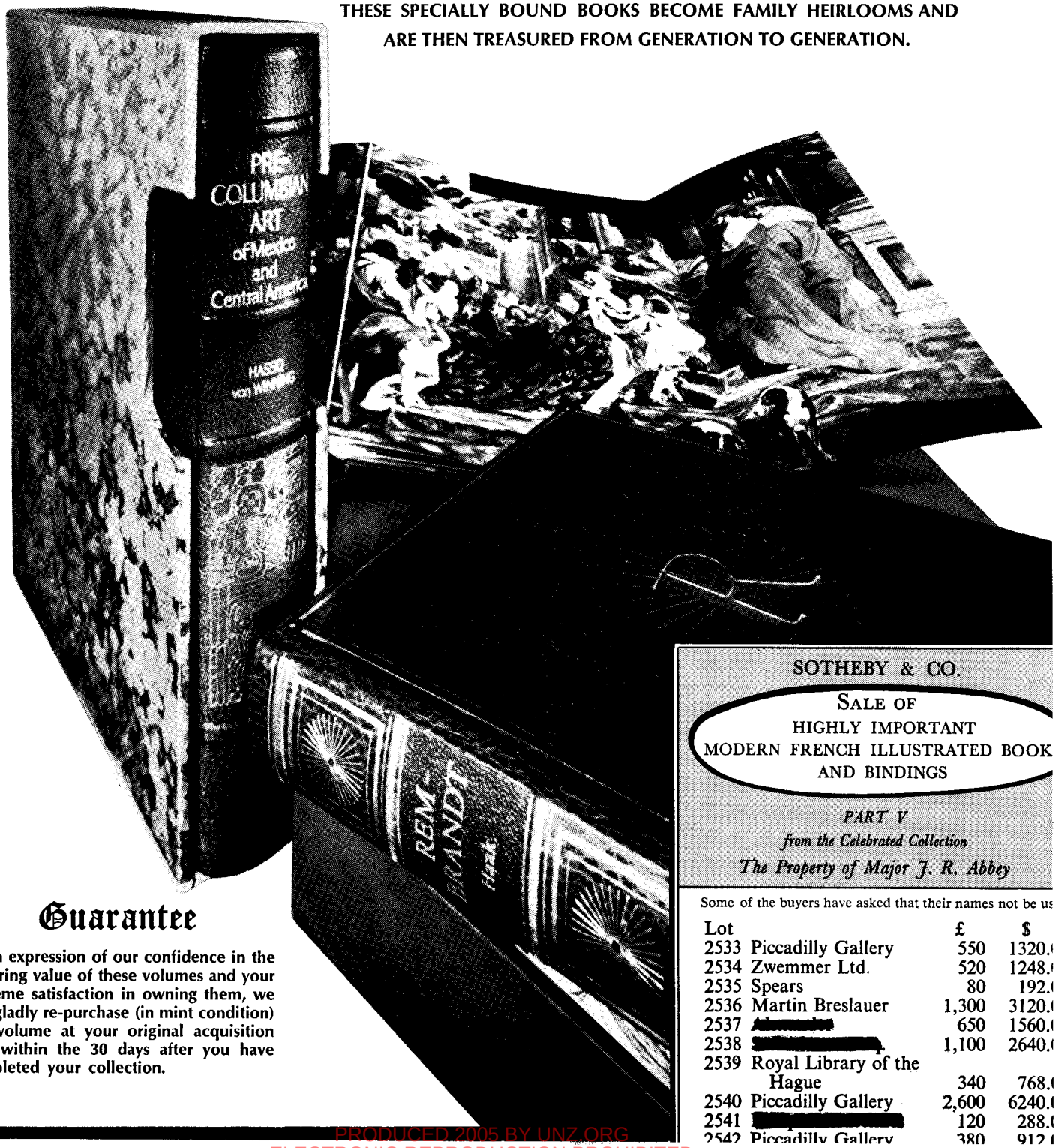
BOOK-OF-THE-MONTH CLUB, INC., 280 Park Ave., N.Y., N.Y. 10017

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A N N O U N C I N G

HARRY N. ABRAMS LIMITED EDITIONS BOOK SOCIETY

A NEW PUBLISHING VENTURE THAT REFLECTS A TRADITIONAL PRACTICE IN EUROPE —PARTICULARLY IN FRANCE—WHERE THE DISCERNING COLLECTOR HAS HIS MOST CHERISHED VOLUMES BEAUTIFULLY BOUND IN THE FINEST LEATHER. THESE SPECIALLY BOUND BOOKS BECOME FAMILY HEIRLOOMS AND ARE THEN TREASURED FROM GENERATION TO GENERATION.



Guarantee

As an expression of our confidence in the enduring value of these volumes and your supreme satisfaction in owning them, we will gladly re-purchase (in mint condition) any volume at your original acquisition cost within the 30 days after you have completed your collection.

SOTHEBY & CO.

SALE OF
HIGHLY IMPORTANT
MODERN FRENCH ILLUSTRATED BOOK
AND BINDINGS

PART V
from the Celebrated Collection
The Property of Major J. R. Abbey

Some of the buyers have asked that their names not be us

Lot		£	$
2533	Piccadilly Gallery	550	1320.(
2534	Zwemmer Ltd.	520	1248.(
2535	Spears	80	192.(
2536	Martin Breslauer	1,300	3120.(
2537	[redacted]	650	1560.(
2538	[redacted]	1,100	2640.(
2539	Royal Library of the Hague	340	768.(
2540	Piccadilly Gallery	2,600	6240.(
2541	[redacted]	120	288.(
2542	Piccadilly Gallery	380	912.(

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

JUST 1685 COLLECTORS AND INVESTORS CAN ENJOY THIS UNUSUAL OPPORTUNITY---AND THEN NO MORE!

ELEVEN OUTSTANDING BOOKS HAVE BEEN SELECTED FOR MEMBERS OVER A FOURTEEN-MONTH PERIOD. THESE VOLUMES HAVE MADE IMPORTANT CONTRIBUTIONS TO THE LITERATURE OF ART THROUGH THEIR DEFINITIVE TEXTS AND LAVISH ILLUSTRATIONS AND ARE HAILED AS SUPREME EXAMPLES OF BOOKMAKING BY LEADING ART SCHOLARS AND CRITICS IN THIS COUNTRY AND THROUGHOUT THE WORLD.

JUST 1685 such people—and no more—can join an exclusive new membership group now in formation: *The Harry N. Abrams Limited Editions Book Society.*

Members will have the opportunity to acquire a valuable collection of signed and numbered limited editions which will be masterpieces of the art of fine book-making. Each volume—generous in size, authoritative in content, opulent in color illustrations—will be elegantly bound in rare long-lasting English leather.

* * *

The aim of the Society is to underwrite, by means of membership dues, the publication of a series of extraordinarily luxurious books which would be beyond the means of the average book-buyer.

In effect, members will be sponsoring the private production and distribution of their own rare books of the future, both for their personal enjoyment and as a possible profitable investment. Just as limited editions of etchings and lithographs by acclaimed artists have soared in value in recent years, so these limited editions of the most acclaimed art books of our time could eventually double, triple, or even quadruple in value.

HE BOOM IN RARE BOOKS AS AN INVESTMENT

roduced below is the record of a rare book auc- in June 1970, of Sotheby & Co., in London. Bids volumes from the library of a private collector as high as $4440...$3360...$4560. The total sale unted to $148,860.

is is admittedly a dramatic example of why so- ticated collectors and investors seem to be turn- increasingly to rare books as investments which, he same time, give them great literary and hetic pleasure.

ot		£	$
45	Martin Breslauer	580	1392.00
46	Martin Breslauer	300	720.00
47	Pierre Beres	340	816.00
48	Baron Petiet	130	312.00
49	Martin Breslauer	320	768.00
50	Alan G. Thomas	750	1800.00
51	Royal Library of The Hague	260	624.00
52	[redacted]	1,850	4440.00
53	Pierre Beres	110	264.00
54	Maggs Brothers Ltd	60	144.00

Leather Bindings for the Ages

All books will be bound in special English leather, slow-tanned by the only two tanneries in the world making leather especially for very fine bindings.

Some of the world's leading book designers will create bindings and ornamentation under the personal supervision of Marshall Lee, himself one of the best-known book designers of our time.

The slipcase protecting each volume will be created to complement it—sometimes covered in the same marbled paper as used for the endpapers, sometimes decorated with a unique motif inspired by the book, always an unusual and exclusive design. Finally, the entire case and book will be protected by a clear acetate wrapper from dust and atmosphere.

How These Volumes May Increase in Value

No one can say what the future re-sale value of these volumes will eventually be at art auctions and in rare book catalogs. But the recent history of the rising market value of rare art books suggests the possibilities:

- For example, Marc Chagall's *Drawings for the Bible,* in the 1960 edition, published at $30, was recently sold for $300—ten times the original cost.
- A book on Picasso lithographs, originally published at $35, brought $500—more than 14 times its original cost.

And these are just two outstanding examples of what *The New York Times* recently called "the bull market in out-of-print books." In the same way, the law of supply and demand is expected to affect the value of volumes issued by *The Society,* as they become increasingly scarce on the rare book market.

Membership Will Be Limited

Each edition will be limited to 1800 copies of which 1685 will be distributed to members of our Society. One hundred copies will be made available to the public through booksellers and rare book dealers. The remaining 15 copies will be set aside for the author, designer, craftsmen, and others involved in the production of the edition.

Once the 1685 members have subscribed, there will be no additions to the membership list. A waiting list for future series of limited editions will be kept on file but the books in this series will never again be offered. The binding dies will be destroyed and there will be no more of the special leathers and end papers which were ordered for this series only.

THE ELEVEN BOOKS PLANNED FOR THE FIRST SERIES

REMBRANDT: His Life, His Work, His Time *by Bob Haak*

PRE-COLUMBIAN ART OF MEXICO AND CENTRAL AMERICA *by Hasso von Winning*

RUBENS' LIFE OF MARIE DE'MEDICI *by Jacques Thuillier & Jacques Foucart*

TREASURES OF PREHISTORIC ART *by André Leroi-Gourhan*

ART OF ANCIENT EGYPT *by Kazimierz Michalowski*

AFRICAN ART: Its Background and Traditions *by R. S. Wassing*

ART NOUVEAU *by Robert Schmutzler*

DADA AND SURREALIST ART *by William S. Rubin*

CUBISM AND TWENTIETH-CENTURY ART *by Robert Rosenblum*

THE COMPLETE WORKS OF MARCEL DUCHAMP *by Arturo Schwarz*

PICASSO LINOLEUM CUTS: Bacchanals Women, Bulls and Bullfighters—*Introduction by Wilhelm Boeck*

Membership will cost $745 paid in advance. This includes mailing, shipping and sales tax and will entitle members to all eleven volumes in the First Series, distributed over a fourteen-month period. The average cost will be $68 a volume, which makes it—though expensive for a book—a sound investment and a rare buy. (Members may be interested to know that, if purchased singly through book sellers and rare book dealers, these books will cost from $125 to $375 per volume.)

As an expression of our confidence in the enduring value of these volumes and your supreme satisfaction in owning them, we will gladly re-purchase (in mint condition) any volume at your original acquisition cost within the 30 days after you have completed your collection.

If you would like to become a member, write to us and enclose your check for $745, made out to the *Harry N. Abrams Limited Editions Book Society.* We will assign you a numbered subscription and send you a membership registration certificate. Mail your request to:

HARRY N. ABRAMS
LIMITED EDITIONS BOOK SOCIETY
110 East 59th St., New York, N.Y. 10022

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

As micropublishers of hundreds of special collections and over 5500 newspapers, we recognized this need. As a result we've developed THE NEWSPAPER INDEX, a monthly hard copy compilation from **The Chicago Tribune, The Los Angeles Times, The New Orleans Times-Picayune,** and **The Washington Post** through which international, national or local news and features can be quickly and easily researched. THE NEWSPAPER INDEX is divided into two sections — The Subject Index and The Name Index; **each is extensively cross-indexed,** easy to use by the least experienced student.

Never before has there been available a balanced reference source to the news as published in four different geographic, demographic areas, and we've been told it may well prove to be the most versatile reference tool in years.

Shouldn't you find out more about it? Coupon below will bring details.

John M. Carter, Librarian at Winthrop College, Rock Hill, S.C., suggested:

"We really need a diversified, easy-to-use newspaper index."

The Micropublishers
MICRO PHOTO DIVISION
Old Mansfield Rd., Wooster, Ohio 44691
Dept. 8581
BELL & HOWELL

I should know more about The Newspaper Index. Please send details.

Name _____
Address _____
City _____
State _____ Zip _____

Top of My Head

Goodman Ace

The Economist

I DON'T BREAK OUT in giant hives when I read in the newspapers that 40 per cent of our country's wealth is in the hands of 20 per cent of our population. I say to myself, "So what? That leaves sixty per cent in the hands of eighty per cent. That's free enterprise," I say to myself.

Nor do I induce a migraine when I read that while wages and prices are frozen, interest rates and profits remain unfrozen. I say to myself, "That's President Nixon, preserving the image of our country abroad as an imperial capitalistic democracy. The least we can do is keep our image intact," I say to myself.

I don't feel nauseated when I read that thirteen corporations own 25 per cent of the land in California. I say to myself, "What the hell? That leaves seventy-five per cent of the land in the hands of eighty-seven per cent. That's the way the cooky crumbles," I say to myself.

And it doesn't chafe me when I read that the wage-price freeze would produce an $8-billion tax break for big business, but only a $2- or $3-billion tax break for individuals. I say to myself, "I'm an individual, and if the government can save me two or three billion on my tax return, that's a miracle."

But what surprises and dismays me are the surprise and dismay expressed by our supposed friends in the foreign trade markets when they learned that our dollar was being devalued.

They could have asked any American housewife and she would have told them our buck has for some time not been fully worth the dollar sign on the paper on which it is printed.

Our dollar, before it started floating, had so deteriorated that some unscrupulous people began studying the back of a ten-dollar bill, which shows, through a magnifying glass, seven men going in to hold up the Treasury Building, one man standing as a lookout, and the getaway car waiting at the curb.

The dollar has been gradually sinking for some years. When it started to go down for the third time, our President had the courage to leap into the troubled water, grab G. Washington by the wig, pull him to the surface, apply mouth-to-mouth resuscitation, and put him in condition to float.

How did we come to this lowly position of the floating dollar is a question being asked by many. You are fortunate that for two years I took economics at college and so am able to give you a simple and crystal-clear answer. (That I didn't make passing grades in either year is beside the point. The professor didn't approve of simple or crystal-clear answers.)

Simply put, in layman language, it's the case of a wage earner who makes 250 bucks a week. One day he decides his life would not be fulfilled unless he owned a Rolls Royce. He buys it, and pays for it at the rate of $1,000 a month.

Since $1,000 represents his monthly intake, you can see that leaves him very little for food, clothing, rent, withholding taxes, insurance premiums, and off-track betting. So he goes into deficit spending. And that's when his dollar has been devalued. Somehow he doesn't realize it because he's been paying for it with his American Express card.

Now let's examine a higher deficit-spending case. A country decides that its life would not be fulfilled without buying a war. The war is bought, sold to the citizens, who are told the payments are $20- to $30-billion a year.

You can see where that would leave very little for feeding a nation, housing it, paying old-age insurance, would lead to a deficit spending that I can't even bear to tell you how much. Even without off-track betting.

To bring the dollar bill alive, the President proclaimed that from now on American interests come first. He announced there would henceforth be a 10 per cent surtax on imports. This did not make us any new friends in foreign industrial countries, but in time of need who indeed needs that kind of friends?

The 10 per cent surtax theory is that Americans will now be persuaded to buy more American-made products and so stabilize our currency, as all creditable economists will tell you today. (Tomorrow? Well, they reverse themselves so often, who can keep up?)

In times of national distress, Americans are wont to respond. Especially in our crowd, the striped blue-collar crowd, where zircons are a girl's best friend. There is no sweat. "Buy American" is our slogan.

I dimly remember, years ago, when we all wore a white button with the words "Buy American." It worked. There was one hitch. I recall going into a shop to buy a button. I was told: "We are out of them right now. But we expect a new shipment any day now from Japan."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HAD YOU BEEN A SUBSCRIBER

During the last year or so, you would have read tables of contents similar to this one:

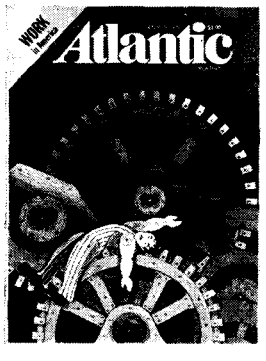
THE **Atlantic** $1.00

Mike Nichols Talks About His Films	February, 1970
An Entire Issue on Women's Liberation	March, 1970
The High Cost of Cure by Michael Crichton	March, 1970
Hard Times by Studs Terkel	April, 1970
The Black Law Student by James Alan McPherson	April, 1970
Murder in the Schoolroom by Charles Silberman	June, July, August, 1970
The Famous Writers School by Jessica Mitford	July, 1970
Episode in Tokyo Bay by Theodore White	August, 1970
The Dirty Movie-Makers by David Denby	August, 1970
Thanksgiving in Paris by Mary McCarthy	August, 1970
Chiang and Stilwell by Barbara Tuchman	September, 1970
Easy Rider, A Riposte	September, 1970
Soldiers, a study of the U.S. Army, by Ward Just	October, 1970
The Kennedy, Hoover, King Wiretapping Controversy	November, 1970
Sex and the Married Couple (Re Masters and Johnson)	December, 1970
The Radical Psychiatry of R. D. Laing	January, 1971
The Nuclear Politburo by Paul Jacobs	February, 1971
Jazz Meets Rock by Albert Goldman	February, 1971
The Cost of Being Selected to Congress by Elizabeth B. Drew	March, 1971
Indochinese Checkers by Flora Lewis	March, 1971
The Bobby Orr Effect	April, 1971
The "Perfect" University President	April, 1971
The Obsolescent Mother	May, 1971
A Critique of Sesame Street by John Holt	May, 1971
Herbert Marcuse: Which Side Is He On? by Richard Goodwin	June, 1971
Confessions of a Stockbroker	June, July, 1971
V.S. Pritchett and Joyce Carol Oates on Norman Mailer	July, 1971
Nixonomics by Evans and Novak	July, 1971
Starting to Write: Paris, 1971 by V.S. Pritchett	August, 1971

Reviews by Malcolm Cowley, Wilfrid Sheed, Edward Weeks, Mark Schorer, Louis Kronenberger, Richard Gilman, Joyce Carol Oates, L. E. Sissman, Justin Kaplan, Dan Wakefield, William Abrahams, Robert Evett, Frank Kermode, John Updike, Peter Davison, Isaac Asimov, Phoebe Adams, Sir Denis Brogan.

AS A SUBSCRIBER

Your first issue will be a special one — devoted to WORK.
The substance of "Work" is changing — the balance of the work force is shifting from production to services — hundreds of thousands scurry ahead of oncoming automation, moving into more skilled jobs, striving toward management. Income rises — but in 1971, inflation wholly stole away the gains. What lies ahead? More than just the four day week. Questions remain that money and benefits alone cannot answer. The October issue of The Atlantic explores the questions. In depth.
We'll send you this special issue on "Work" as the first of 8 issues for just $3.50 — exactly half the regular rate.



The ATLANTIC — Dept. Z12
Subscription Department
125 Garden Street, Marion, Ohio 43302

Please enter my 8 month trial subscription to The ATLANTIC.

Name _____ ☐ **$3.50 enclosed.**

Address _____

City _____ **State** _____ **Zip** _____ ☐ **Bill me.**

Inter Bank No. ☐☐☐☐ **4 digit no. above your name on card**

Charge Card No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ **Charge my: BankAmericard Master Charge**

Credit Card Signature _____ **Expiration Date** _____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SR Goes to the Movies

Hollis Alpert

Fear in the City

"Is it true," a Los Angeleno asked me when I recently made a trip west, "that New Yorkers are afraid to walk the streets after dark?" I assured him that a great many in my city recklessly stroll about in the evening and night hours but that I for one am wont to look about me and behind me from time to time. But apparently rumors are getting around about the muggings, the robberies, the death toll from murder, now about equal to American casualty rates in Vietnam. It's not even such a nice place to visit anymore, and as for those who thought they had established themselves comfortably in the city, well, they're having long, deep thoughts about escape. On a surface level, *Desperate Characters*, a new film (from the Paula Fox novel) produced, written, and directed by Frank D. Gilroy, is about this fear of the city environment, of gentility under siege by the forces of vandalism, violence, and hostility, of some dark evil that can't quite be placed or named.

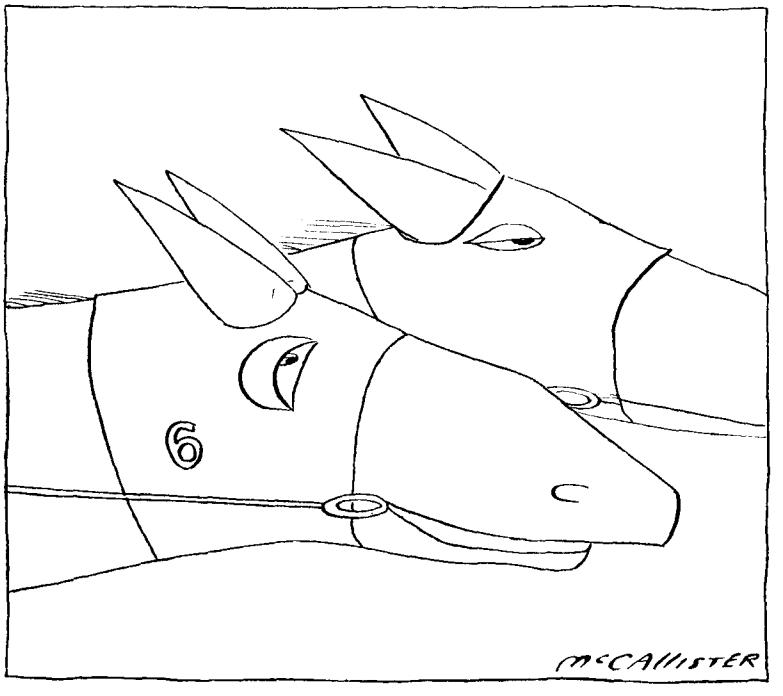
But the film tries to strike deeper as it studies a seemingly happy couple, the husband successful enough to own his own brownstone in Brooklyn Heights, the wife childless but attractive and artistically and culturally oriented. The corrosion from without is accompanied by a corrosion within. The wife's dissatisfactions have culminated in an extramarital affair that has provided no solution; the husband has severed his long professional partnership with his best friend; and now the omens begin. The wife, while feeding a skulking alley cat, gets bitten on the hand, and she worries about rabies. The weekend having begun, she can't locate her usual doctor and so waits until Monday. Over the long weekend, her fear intensifies.

A film such as this doesn't get made easily in the currently nervous state of our film industry. Gilroy first optioned the novel, then submitted his script to several companies without success, and finally decided to produce and direct it himself. Shirley MacLaine happened to come across it, was in the mood to change her screen image, and obtained the required modest financing from a British television tycoon, Sir Lew Grade. Her performance in the role of the wife is exemplary. Here is a new Shirley MacLaine, appropriately subdued, deglamorized, sensitively mirroring a series of little shocks and panics, while discovering that she doesn't really like the husband she supposedly loves. Her brownstone, her tasteful haven, has become a house of fear. All about her is some kind of strange environmental infection.

Too bad that not all the performances are up to hers. Kenneth Mars as the husband would appear to be a casting mistake. He comes off as a cold fish, and would Shirley have endured all those years with such a man? Gilroy's direction has its lapses, too, although this is certainly forgivable for a first time out. For no real reason he'll move his camera far, far back from an intimate scene, as though by doing so he'll catch the feeling of the two in the isolation that he wants. But camera gimmicks of that kind seldom work, and it's better to get the effect through acting. Then, again, the playwright in Gilroy must have its chance, so the story development clogs to a halt while a relatively unimportant subsidiary character relieves himself of a stagy peroration hammering home what is already apparent. But *Desperate Characters* has strength enough to overcome its faults. The mood it captures has reality; its sense of foreboding is clear and recognizable. The city may not be dying, but it is sick in many ways, and this is the first film that attempts to express our feelings about it. No cure is prescribed; there is not even a diagnosis, but merely the ugly symptoms.

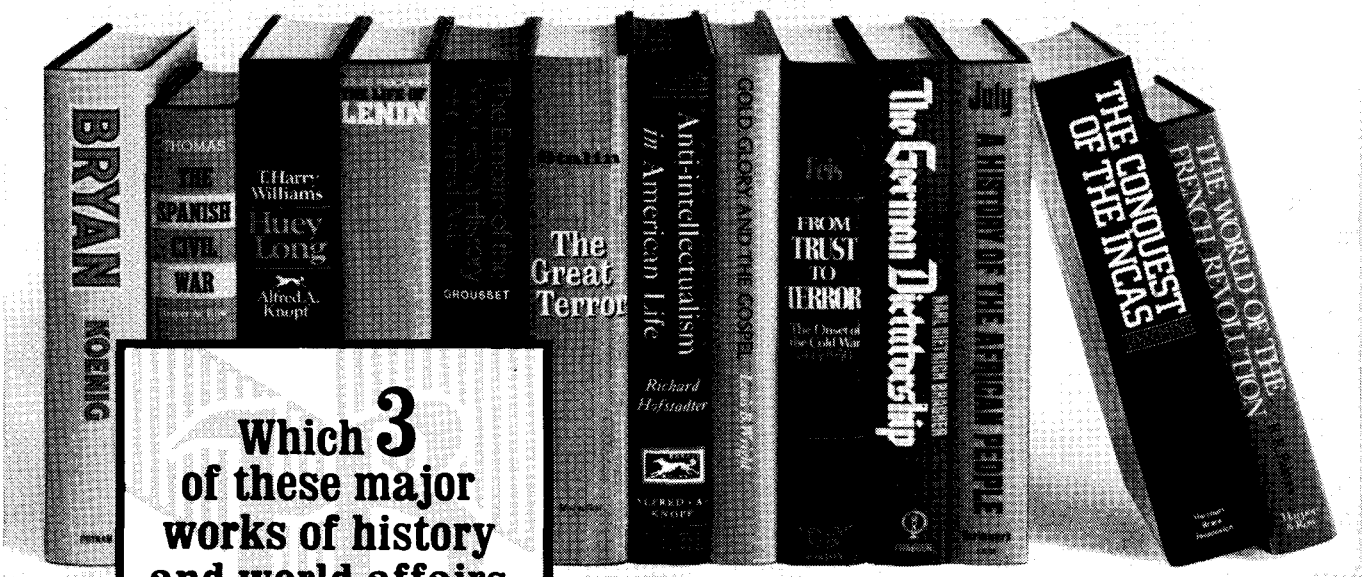
Something of the same mood is in *Make a Face*, virtually a one-woman undertaking. Karen Sperling, daughter of a former film executive, used her own financial resources for a study of a young woman isolated in New York, whose fear and panic are expressed in rape fantasies. The twenty-six-year-old Miss Sperling has plunged into her film career with extraordinary boldness. Having co-written the script, she looked around for a director and chose —herself. Then she needed an actress to do what is almost a solo role. She solved the casting problem by choosing—herself. Needing a harpsichordist for the soundtrack, she took on that task, too. What else remained for her to do? Well, there was the advertising campaign and the booking of the finished film. For that, who better than Karen Sperling? And, just to make certain we all know what the film is about, she wrote a synopsis that describes the ninety minutes as "an experiential film —in more simplistic terms . . . images of the fragmentation of an individual personality."

The film has definite problems. Miss Sperling can't, as yet, act, though she is uncommonly attractive. She is so headily arty as a director that, instead of fragmenting a personality, she fragments her film. Even so, a sense of the all-pervasive fear of a lonely, troubled girl is well caught at times and with it the lurking violence in a dark stairwell or just outside the double-locked door. It ought to be mentioned, however, that even with all the dangers it is still impossible to find a decent apartment at a decent rent in New York City.



"What really *sends this mob into a screaming frenzy is a dead heat. How about it?"*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Which 3 of these major works of history and world affairs would you like

FOR ONLY **99¢** FOR ALL THREE

WITH YOUR FIRST HISTORY BOOK CLUB MEMBERSHIP CHOICE

First price is publisher's list. Boldface shows member's price.

786. BRYAN: A Political Biography of William Jennings Bryan *By Louis W. Koenig.* The Great Commoner, an intensely contemporary man in old-fashioned dress. $14.95/**$9.75**

782. THE ROMANS: 850 BC-AD 337 *By Donald R. Dudley.* "The splendor that was Rome"—from prehistory to the death of Constantine. **$7.95/$6.75**

767. CONQUEST OF THE INCAS *By John Hemming.* The death of the great Inca empire at the hands of the conquistadors, based on fieldwork and new research of Inca sources. $12.50/**$8.75**

657. THE CREATION OF THE AMERICAN REPUBLIC, 1776-1787 *By Gordon S. Wood.* The evolution of American political thought from 1776 to the making of the Constitution. Bancroft Award winner. **$15.00/$9.95**

543. ANCIENT EUROPE *By Stuart Piggott.* From 6000 B.C. to the Roman era, a fascinating survey of prehistoric barbarian Europe. 194 illustrations. $10.00/**$7.50**

726. A HISTORY OF THE AFRICAN PEOPLE *By Robert W. July.* Their richly complicated history, ancient to present times. Highly readable. Filled with facts, not special pleading. **$15.00/$8.95**

671. MEDIEVAL HISTORY: The Life and Death of a Civilization (2nd Edition) *By Norman F. Cantor.* A lucid, lively and readable book on the total history of the middle ages. **$10.95/$8.50**

645. THE GREAT TERROR: Stalin's Purge of the Thirties *By Robert Conquest.* The grim and ruthless campaign, its arrests, its interrogations, the mass slaughter and their effects on Russian life and culture. **$9.95/$7.40**

687. ANTI-INTELLECTUALISM IN AMERICAN LIFE *By Richard Hofstadter.* America's historical suspicion of intellectuals—its roots and meaning. Pulitzer Prize winner. **$7.95/$5.95**

Winner of Pulitzer Prize and National Book Award

105. HUEY LONG *By T. Harry Williams.* Buffoon, menace, dictator—yet voice of an authentic American radicalism. The first full-length study of his life. $12.50/**$8.50**

779. FROM TRUST TO TERROR: The Onset of the Cold War, 1945-50 *By Herbert Feis.* Fallible political leaders with the awful responsibility of dealing with global crises and the nuclear challenge. $10.00/**$7.50**

104. THE INDIAN HERITAGE OF AMERICA *By Alvin M. Josephy, Jr.* The history, archaeology, and ethnology of all Indian cultures in the Americas since the Ice Age. **$10.00/$7.50**

760. JEB STUART *By John W. Thomason, Jr.* The re-issued classic of the colorful 30-year-old Confederate general whom Lee called "my ideal of a soldier." **$9.95/$7.50**

797. THE WAR OF AMERICAN INDEPENDENCE: Military Attitudes, Policies and Practice, 1763-89. *By Don Higginbotham.* **$12.95/$8.95**

750. THE GERMAN DICTATORSHIP: The Origins, Structure, and Consequences of National Socialism *By Karl Dietrich Bracher.* $15.00/**$9.50**

369. THE SPANISH CIVIL WAR *By Hugh Thomas.* A spellbinder—the complete history of the grim "dress rehearsal for World War Two." **$12.50/$8.50**

828. A HISTORY OF THE VIKINGS *By Gwyn Jones.* Their progress traced from prehistory to 1066, from Russia and Constantinople to North America. $12.50/**$7.95**

746. EMPIRE OF THE STEPPES: A History of Central Asia *By René Grousset.* The great French historical account of the Mongolian and Turkish invasions in its first English translation. $17.50/**$9.95**

476. THE LIFE OF LENIN *By Louis Fischer.* The authoritative biography—winner of the National Book Award. $12.50/**$8.50**

759. GOLD, GLORY, AND THE GOSPEL: The Adventurous Lives and Times of the Renaissance Explorers *By Louis B. Wright.* $10.00/**$7.50**

771. THE WORLD OF THE FRENCH REVOLUTION *By R. R. Palmer.* **$8.50/$6.75**

Three good reasons to join The History Book Club:

- **Dramatic savings.** As a trial member, you can save over 50% on your choice of the finest works of history and world affairs—more than 150 titles to choose from each month.
- **Liberal bonus plan.** You are free to select your bonus books from our entire list...no restrictions as in most clubs. After trial membership, you earn a bonus certificate with every four books you purchase.
- **Exceptional quality.** The History Book Club always brings you new volumes identical with or superior to original publishers' editions ...never economy "book club" reprints.

ENROLL NOW TO RECEIVE UP TO $47.50 WORTH OF FINE BOOKS FOR ONLY 99¢

THE HISTORY BOOK CLUB, Stamford, Conn. 06904

Please enroll me as a trial member and send me, for only 99 cents, the three books whose numbers I have filled in:

[ ] [ ] [ ]

Also send me, at the special member's price, my first selection:

[ ]

I enclose no money now. Send bill with books.

Within two weeks, I may return the books and owe nothing. Or keep them and agree to take only four more selections in the coming year from among more than 150 offered each month in the Club Review. I may choose any of these instead of the Editor's Choice, or no book at all, simply by returning the reply card which accompanies the Review.

PRINT NAME _____

ADDRESS _____

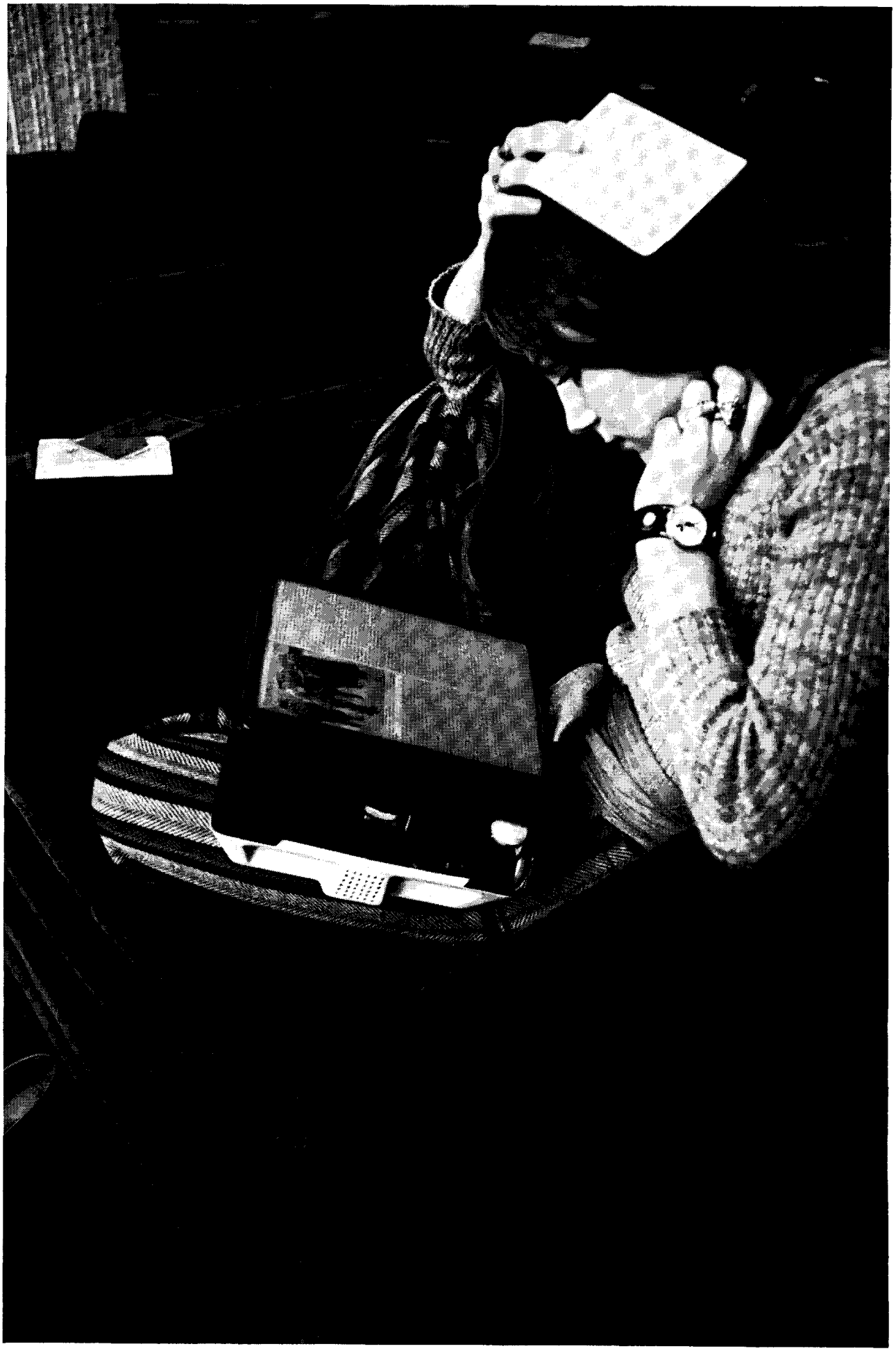
CITY _____ STATE _____ ZIP _____

A small shipping charge is added to each order. Residents of Canada: Please mail coupon to: The History Book Club, 16 Overlea Blvd., Toronto 17, Ontario

SR 55S

THE HISTORY BOOK CLUB • *Stamford, Conn. 06904*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

How do you read a **microbook**® volume?

Comfortably.

As a book should be read. In an easy chair. At a table or desk. Almost anyplace that suits you.

The reason? A new lap reader. The Microbook 710. It has been specially designed for reading Microbook libraries, such as the Library of American Civilization. It takes a 3″ x 5″ Microbook fiche with up to 1,000 pages and clearly projects a page at a time in a 7″ x 10″ size. You can read in normal room light. Finding pages, or scanning through a whole book, is easier than with a regular book.

Library Resources also offers a table reader with a bright 8½″ x 12″ screen. And a reader-printer is on the way.

The Library of American Civilization is the first of many libraries to be offered in Microbook form. For storage, retrieval, check-out, and reading convenience, there is one book per fiche for most single-volume works.

The Library includes the most significant volumes of retrospective source materials on Americana. It is fully referenced and cross-indexed with author, title, and subject catalogs plus a 2,000-page Biblioguide™ Index, or topical index. Fifteen sets of these come with each library. So, faculty members may have their personal set of the catalogs and the Biblioguide Index.

The Library of American Civilization comes complete and is ready to use the day you receive it. That's a comfort, too!

For the latest information about the Microbook Library of American Civilization, please mail the coupon below today.

Library Resources, Inc.

an ENCYCLOPAEDIA BRITANNICA Company,
Dept. R-1, 301 East Erie Street, Chicago, Illinois 60611

To: Library Resources, Inc., Dept. R-1
301 East Erie Street
Chicago, Illinois 60611

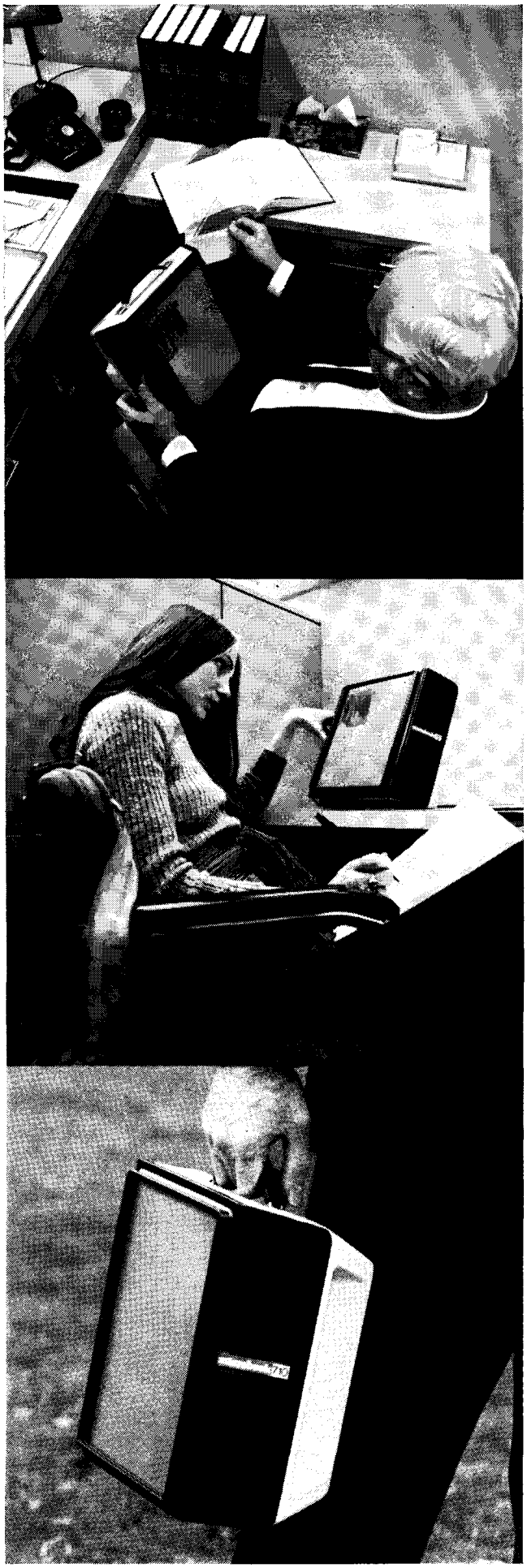
Please send the latest information about the Microbook Library of American Civilization.

Name_____

Address_____

City_____

State_____ Zip Code_____



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

AFTER GREAT PAIN
The Inner Life of Emily Dickinson
John Cody

In this unusual biography, in which a practicing psychiatrist draws on previously unpublished family letters as well as on published sources, we are given a sensitive, compassionate, and radically different interpretation of what made Emily Dickinson the person and poet she came to be. Here is an illumination of the severe dislocations in her life which clarifies much of her poetry, discloses it in a new depth and brilliance, and adds a new dimension to the poet's stature as a human being.

Belknap Press $14.95
Harvard University Press
Cambridge, Massachusetts 02138

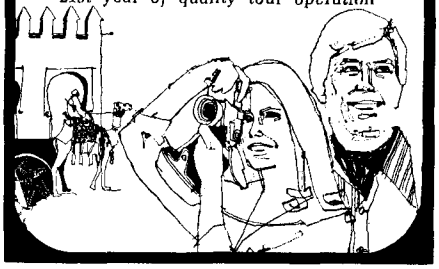
MOROCCO CANARIES

MADEIRA/THE ALGARVE
2 DIFFERENT HOLIDAYS

Come with us to the kasbahs . . . and the sun kissed isles. Air conditioned motorcoach touring . . . Tangier to the Sahara. Four days in Marrakech, plus Las Palmas, Madeira, three days at the Algarve, Torremolinos and Lisbon. 22 days from $1228. New 15-day holiday includes Morocco and Canary Isles, from $848. Ask your Travel Agent for Maupintour's MOROCCO folder or write Maupintour, 900 Massachusetts Street, Lawrence, Kan. 66044. Telephone 913/843-1211.

Maupintour

21st year of quality tour operation



Trade Winds

Cleveland Amory

News Item of the Week—as found by Mrs. Frederick Fox of Deposit, New York, in the Binghamton *Press*:

> SYRACUSE (AP)—"Be on the alert for a naked man wearing a mask in Thornton Park," the city police dispatcher said in a broadcast to patrol cars Wednesday afternoon.
>
> "What color is the mask?" came a quick response from one of the cars.

Surely nothing that swore with flesh color.

Want Ad of the Week—from George Bowring of Eugene, Oregon, who located it in the Eugene *Register-General*:

> OFFICE SUPPLIES
> Has Excellent Sidelines
> 2 Bedroom Apartment
> Ideal for ambitious wife while husband has other job.

Waste not, want not. In any case, as if that weren't enough, there was Calendar News, too—spotted by Jack Dailey of Winter Park, Florida, in the Orlando *Evening Star*:

> Divorces Filed
> Barbara Rhodes vs. Dennis
> Nancy Nicely vs. Lawrence
> Thomas Assaid vs. Daisey
> Hazel Morris vs. Billy
> Perpetual Savings & Loan vs. Joseph Alexander

On the grounds, we presume, of either perpetual incompatibility or loan infidelity.

If you want to get in touch with the author of *Getting Back Together* (Coward-McCann), a book about this country's 2,000 or more communes, you phone his mother-in-law in Vermont. The author himself, an earnest young fellow named Robert Houriet, lives near his mother-in-law, but, since he is now a convert to the communal way of life, he has no telephone. "What my mother-in-law does," he told us, "is put a towel in a birch tree. And when I drive by, which I usually do sometime in the day, I see it and know there's a call."

What, we asked, did people in communes read? "The magazines I saw most," he said, "were *Organic Gardening and Farming*, *Rolling Stone*, and the *Whole Earth Catalogue*." We did not pursue the ones he didn't see so much.

"There are so many misconceptions," he continued, "about communes that it is almost impossible to know where to begin. For one thing, I visited half a hundred of them and I never saw anyone in a single one using heroin or any hard stuff. On the other hand, in almost all of them I saw dozens and dozens of pre-junkies and speed freaks who had kicked the habit. For another thing, take all the stories you hear about free love. It's true some communes have it, but some don't, too. About the only generality you could make is that they do favor experimentation. If your old lady wants a little dalliance, it's okay—if it's all in the family. But the family, of course, is extended—it has to be if it's to have any meaning anymore. You find somebody that suits your vibes."

What, we queried, about his own family? "My own extended family," he told us, "includes my wife Mary and our children, David and Susan, a second couple, and another girl. I met the couple at a commune in Vermont. The girl I picked up hitchhiking."

Wouldn't that be, we suggested, group marriage? He shook his head. "Only a very few communes have actual group marriage. Sure there's greater freedom than you'd find in the straight life. But group marriage has an institutionalized connotation. Commune people would rather think that when you add another old man or old lady to an existing old couple—and make what they call a triad—that it doesn't necessarily have to be a permanent arrangement."

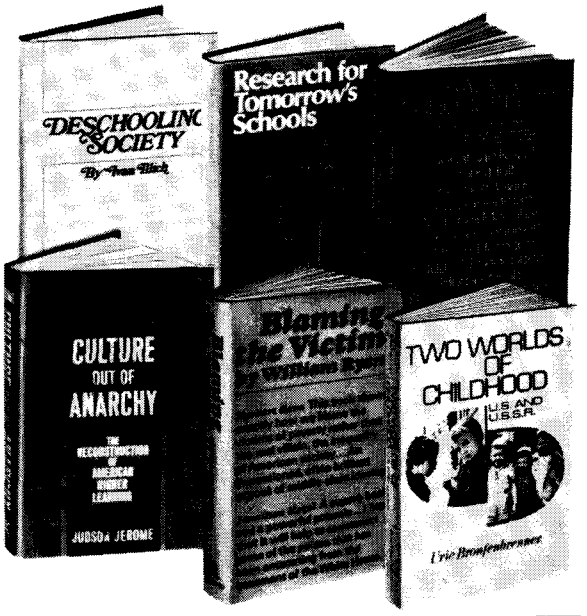
We had noticed his use of "old man" and "old lady." Do you, we asked, find many older people in communes? "What," he challenged, "do you mean by 'old'?" Anybody, we challenged back, older than we are. Mr. Houriet smiled again. "Well," he said, "I found a guy in Harrad West who was fifty-eight." Fifty-eight! we exclaimed. In possession of his faculties? "He sure was. He was a ballet instructor. Seriously, there's a trend now to get older people in. The young people realize the necessity of bringing in another dimension. There are some young people who even want their fathers and mothers in.

"They want some religion too," he went on, or at least something spiritual. Actually, it's a spiritual movement more than anything else. Even the pronunciation is shifting—from com*mune* to *com*mune. And that, of course, has spiritual overtones. After all, the *Mayflower* was basically a commune. That's how America began."

Mr. Houriet began in, of all places, Massillon, Ohio, the home of high school football mania. He did not, however, go to school there. Instead he

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Today, education is "where it's happening." If you'd like to know what "it" is, and what's happening, try The Library of Contemporary Education.



Does anyone know what (and where) education *is* anymore? With all the alarums and excursions, it's difficult to tell. The Library of Contemporary Education cuts through the clamor to bring you the cogent analyses, the new ideas that *work*, the techniques that make sense—from teaching the unteachable to negotiating with the teachers—and the Boards of Ed. Fascinating, important, helpful. To keep up with what is probably the most vital issue of our time, a trial membership is the most important investment you can make. At these prices, a very small investment indeed.

Take any 3 books
(values to $36.35)
all for only $3.95
with a brief trial membership

(retail prices shown)

50760. THE GREENING OF AMERICA. *Charles A. Reich.* The most controversial new book in years—a profound analysis of the death of the American dream, and of the rebirth that the new youth movements portend in their quest for basic human values. **$7.95**

84230. THIS BOOK IS ABOUT SCHOOLS. *Edited by Satu Repo.* Indicts our oppressive educational system, with 'open truth and fiery vehemence'—but also describes exciting experiments undertaken to work out new kinds of more effective schooling. **$7.95**

41210. CRISIS IN THE CLASSROOM: The Remaking of American Education. *Charles E. Silberman.* The Carnegie study—a definitive investigation of our schools, and an unbiased assessment of the failure of American education told in exhaustive, specific, perceptive detail. **$10.00**

58130. HOMEWORK/LETTER TO A TEACHER. Gloria Channon recounts her first faltering attempts to introduce freedom into her ghetto classroom. *Plus* eight Italian schoolboys eloquently demonstrate how the middle-class orientation of schools thwarts and penalizes the poor. *The 2 books count as one.* **$11.90**

73430. RADICAL SCHOOL REFORM. *Edited by Ronald and Beatrice Gross.* A matchless overview of the dynamic currents in education today. By 23 experienced professionals who know what reform can accomplish. **$7.95**

32070. THE ACADEMIC REVOLUTION. *Christopher Jencks and David Riesman.* Is higher education a monopoly? Do career-centered professionals rule our universities? Two distinguished Harvard professors say yes, and back up their charges. **$10.00**

52730. HIGH SCHOOL. *Edited by Ronald Gross and Paul Osterman.* A brilliant series of articles on all the things that are "bugging" the high school students and whether they are justified in being bugged. **$7.95**

32260. THE ADOLESCENT AND HIS WILL. *Caleb Gattegno.* Most adults persist in missing the point of adolescence, Gattegno maintains. He redefines it for us in powerful terms. **$5.95**

64460. NEW REFORMATION: Notes of a Neolithic Conservative. *Paul Goodman.* Delightful and not-so-predictable critique of everything from the school system and militant youth to radical political action, by the author of *Growing Up Absurd.* **$5.95**

41830. DESCHOOLING SOCIETY/PEDAGOGY OF THE OPPRESSED. Ivan Illich doing battle against the flawed assumptions of a school-oriented society. *Plus* Paulo Freire speaking from experience on how the oppressed can become "masters of their own thinking." *The 2 books count as one.* **$11.95**

85030. TWO WORLDS OF CHILDHOOD: U.S. and U.S.S.R. *Urie Bronfenbrenner.* How each of the giant industrialized nations educates its young and toward what goals. **$7.95**

53610. HOW TO SURVIVE IN YOUR NATIVE LAND. *James Herndon.* The author of *The Way It Spozed to Be* on target again in this incredibly funny, sad and real depiction of the middle-class suburban school. **$5.95**

40230. CONFLICTS IN URBAN EDUCATION. *Edited by Sheldon Marcus and Harry N. Rivlin.* Prominent educators and public officials—including Joseph Monserrat, Elliott Shapiro, Albert Shanker—wrestle with the major problems of today's city-schools. **$6.95**

53630. HOW TO LIVE WITH YOUR SPECIAL CHILD. *George von Hilsheimer.* Based on 10 years of successful work with juvenile delinquents, "spoiled brats" and other unhappy children, the author shows how they *can* change—and provides simple exercise to help them. **$7.50**

76210. SCIENCE OF EDUCATION AND THE PSYCHOLOGY OF THE CHILD. *Jean Piaget.* The foremost child psychologist in the world sets out to examine our current "force feeding" methods of teaching. Includes some writings from 1935 and others from 1965—newly translated into English. **$7.50**

36480. BLAMING THE VICTIM. *William Ryan.* Plainspeaking on exactly how we blame the poor for being poor, with middle-class ideologies that are "both slightly true and enormously false." **$6.95**

75530. SCHOOLS WHERE CHILDREN LEARN. *Joseph Featherstone.* A collection of Featherstone's gems from the *New Republic*—describes schools and classrooms that have changed substantially for the better though surrounded by less than lovely societies. **$5.95**

41310. CULTURE OUT OF ANARCHY. *Judson Jerome.* A painfully specific look at how the *rigamarole of higher education inhibits* significant, humane learning—and an encouraging account of the reform now underway. **$9.50**

86920. WHAT WE OWE CHILDREN/THE OPEN CLASSROOM. Pioneer educator Caleb Gattegno's amazingly successful approach to teaching—based on the way a child's mind *naturally* functions. *Plus* Herbert Kohl's unique guide to making the classroom a dynamic environment for voluntary learning. *The 2 books count as one.* **$9.90**

73950. RESEARCH FOR TOMORROW'S SCHOOLS. *Report of the Committee on Educational Research of the National Academy of Education.* For administrators and policy makers at every level—how to make more effective use of research and scholarship to revitalize the educational system. **$6.95**

46400. EVERY KID A WINNER. *Leon Lessinger.* A prescription to cure our antiquated education system and make educators accountable for results. Here is an exciting, in-depth description of how it was done in one school district—with spectacular results! **$7.95**

TRIAL MEMBERSHIP APPLICATION

The Library of Contemporary Education E-342
Riverside, N.J. 08075

Upon acceptance of this order, please enroll me as a trial member and send the 3 books whose numbers I have indicated. Bill me just $3.95 for all 3 plus shipping and handling. If not delighted, I will return them within 10 days and my membership will be cancelled. As a trial member, I need accept only 3 more selections during the next 12 months, all at reduced member prices plus shipping and handling. I understand that savings range up to 30%, and occasionally more. Each month, I will receive advance reviews describing forthcoming selections, along with a convenient form for requesting alternate selections or no book at all. For every 4 selections purchased, I may choose a bonus book. (Introductory offers counts as first selection).

3 books for only $3.95
(write in numbers)

_____ _____ _____

Name.....

Address.....

City.....State.....Zip.....

(Offer good in Continental U.S. and Canada only.)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

You'd drive the ball farther if you could slow down your swing.

A Minolta Autopak,® with its variable filming speed feature, can show you—in excruciating slow motion — what everybody's been telling you is wrong with your swing.

But that's just the beginning. With the Autopak's unique features and system of accessories, you can create cartoons out of children's drawings, or make a rose seem to bloom in two minutes.

No matter what the scene, an Autopak gives you the correct exposure automatically, instantly.

Minolta Autopak-8 cameras start at around $160, plus case, with optical-glass Rokkor zoom lens. Accessories extra.

For literature, write Minolta Corporation, 200 Park Avenue South, New York, N.Y. 10003. In Canada: Anglophoto, Ltd. Montreal P.Q.

Start to see life differently with a Minolta Autopak.

"The revolution of the twentieth century can take place only in the United States. And it has already begun."

The book that has sent shock waves across Europe is now published in the country it analyzes so brilliantly—an America that is the only model for global revolution.

WITHOUT MARX OR JESUS

JEAN-FRANCOIS REVEL Afterword by MARY McCARTHY

at all booksellers now.

DOUBLEDAY

went to Akron, Brown University, and Washington University at St. Louis, where he took premed. "Even in the first year," he said, "they promoted a research attitude. I realized they were trying to make us all researchers instead of doctors. So I quit."

He went to the Columbia School of Journalism, then on to newspapers in Westchester and New Jersey. He got as far as night editor of the Camden *Courier Post*, where he had eight reporters and four desk men working under him. But it all came to naught one night when he took the side of one of his best reporters—one who not only had refused to cut his hair but, when he finally did cut it, left it on the publisher's desk. Shortly, albeit with his hair still long, Mr. Houriet resigned.

"You know how you keep things you don't know what you're going to do with?" he asked us. "Well, for a long time I had kept a file under the heading 'Decentralization in American Life.' After I was free, I decided to do something about that file. At first I used to take notes and report—I was a sort of Boswell among the Hebridians—but I soon found out I was less a reporter than an actual part of things. Now I'm planning to live in a commune permanently—Libre, Colorado."

What, we asked, would his extended family be doing there? "Well," he said, "I'd be writing and that girl I told you about would be teaching, while the other couple are planning to make Indian back rests out of willow wood. The Indians did not just sit upright, you know, they had back rests.

"Now there's another guy who wants to go with us from *The Wall Street Journal*. Libre is not really a commune as much as it is a real community. Your land is public and your house is private and you're out of sight of the next guy.

"In the final analysis," he said earnestly, "the whole commune thing really is an alternative—to work and to play and to be. For me it was the way of unconditioning. We have to go backward, you know, to find out where we took the wrong step. We have to go back and pick it up and then go forward again."

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1953)

MAXINE SCHNALL:
THE BROADBELTERS

When the critics uniformly label a book tawdry, trashy, scabrous, pornographic, and obscene; when they accuse it of "sexploitation," sick sensationalism, and melodramatic soap opera . . . YOU CAN BE SURE THAT BOOK WILL BE THE MAJOR HIT OF THE YEAR!"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

This newspaper isn't written for everyone

THE NATIONAL OBSERVER

Vol. 10, No. 6 — A National Weekly Newspaper — Price 25 Cents

Everything You Wanted To Know About Pot

CAN IT KILL?

SAME AS ALCOHOL?

WHAT ABOUT ADDICTION?

Biggest Pot Report Filters Some Smoke

Decision Nears on Whether to Force People to Integrate in . . .

Suburbia

Here 'tis, Black Jack, where residents fought what could have been.

Arthur Repp and his family wanted subsidized housing

But Dr. Pflieger's civic association didn't

'We All Felt the Presence of Death'

MILLIONS IN RURALS:

MORE IRONY:

CAMPUS TALK:

HI THERE, MRS. KNAUER:

...but it might be just what you are looking for!

Are you the kind of person who rejects quick, superficial explanations . . . who likes to dig a little deeper and learn the *real* reasons behind important events? The kind of person who's apt to ask a few more questions at a business or PTA meeting . . . demand more facts from a salesman before buying . . . really think something through before making up your mind?

Then there's a new publication you should know about: *The National Observer*, the national *weekly* newspaper for the *business of living*. The Observer is published by Dow Jones & Company, the same people who publish *The Wall Street Journal*.

When you read *The National Observer*, you not only learn *what's* happening, but also how events and issues affect the way you *live*. You don't just get a few quick flashes—you get all the facts. And you learn how they fit together.

Of course, this kind of intensive reporting takes more than a paragraph or two. That's why National Observer stories are sometimes longer than those in other publications. We write for readers who are willing to give the world a little more of their time.

And because these people are usually the kind who have the most interests, every issue of *The National Observer* covers a broad range of topics: government, labor, business, consumer affairs, science, the arts, books, entertainment, travel, fashions, cooking, education, and much more.

Today more than 1,800,000 readers across the country—thoughtful, intelligent people who want and need to make sense of what's happening—read and rely on *The National Observer*.

In fact, a national independent poll* has shown The Observer to be one of the three most trusted newspapers in the United States. The others are *The Wall Street Journal*, also published by Dow Jones & Company, and *The New York Times*.

In this hurry-up world, a lot of people accept news as something to get on the run —or in between their favorite TV shows. The Observer is not for them.

But does it sound like the kind of newspaper that was meant for someone like you? If so, we invite you to try *The National Observer* under a no-risk trial subscription offer: 20 weeks for $2.67. You needn't send any money now. Just mail the coupon at the right – we'll be happy to bill you later. **TIME-Louis Harris poll*

SEND COUPON NOW FOR NO-RISK TRIAL OFFER: 20 WEEKS FOR ONLY $2.67

The National Observer 2BB64
200 Burnett Road
Chicopee, Mass. 01021

Yes, I want to take advantage of your trial subscription offer. Please send me *The National Observer* for 20 weeks and bill me for only $2.67. I understand that's a saving of over 46% from the newsstand price.

☐ Check here if you enclose money order or check.

Name _____
(Please print)

Street _____

City _____

State _____

Zip _____

Satisfaction guaranteed: If not completely satisfied, you may cancel your subscription and receive a full refund on the balance.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

?

How does your garden grow...

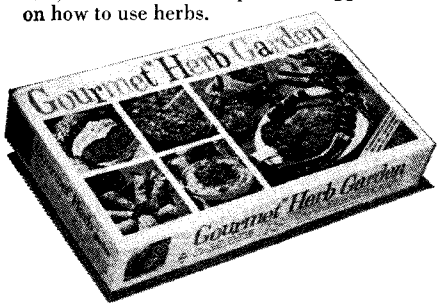
sage • dill • parsley
chives • oregano • marjoram
basil • thyme

Few of us are lucky enough to have access to fresh herbs. And yet these are the very ingredients—prized by discerning gourmets since the beginning of time—that can transform a nondescript dish into something truly memorable.

Now you can grow your own windowsill *herb garden*, complete with dill, parsley, chives, sage, oregano, basil, marjoram and thyme, *right in your own home.*

The *Gourmet Herb Garden* includes 24 *Jiffy-Pots, Jiffy-Mix planting medium,* plastic *growing trays, seed germinating bags,* plus eight varieties of *seeds.*

And there's a special *Gourmet Garden Guide*, a 16-page booklet with easy to follow, kitchen-tested recipes and suggestions on how to use herbs.



THE GOURMET HERB GARDEN

To order, send check or money order (sorry, no C.O.D.'s) for $3.95 plus 50¢ for shipping and handling to FOODS OF THE WORLD BAZAAR, Time & Life Bldg., Chicago, Ill. 60611.

For a free catalog of gourmet cooking and serving items, write to FOODS OF THE WORLD BAZAAR.

NEW YORK

The Regency Hotel

The most celebrated address in New York.
Park Avenue at 61st Street,
New York, N.Y. 10021.
(212) 759-4100.

A LOEWS HOTEL

EUROPE BY CAR

45 ROCKEFELLER PLAZA, NEW YORK, N. Y. 10020
9000 SUNSET BLVD., LOS ANGELES, CALIF. 90069
SAVINGS ON CAR RENTAL • PURCHASE
FREE 72 pg CATALOG

TV-Radio

Robert Lewis Shayon

Hunger Pangs

TELEVISION viewers hungry for a change of diet from the medium's sterile, antiseptic prime-time offerings will be put to an important test in the new 1971-72 season. They will require patience and fortitude when the FCC's prime-time release rule, which was designed to stimulate innovative programing, gets off to a dubious and generally inauspicious start. Instead of carrying the conventional three-and-a-half hours of evening network prime-time programing, individual stations will be required to fill one half hour of that time block with programs procured from non-network sources. (The requirement is tempered for the coming year by an FCC dispensation that allows reruns of former network shows; beginning with the 1972-73 season such off-network repeats will be prohibited.) Between 7 and 8 p.m. and from 10:30 to 11 p.m., stations around the country will be presenting an estimated twenty to forty independently produced programs for the "syndication market."

Some will be originals or repeats of such network familiars as *Lassie, Hee-Haw, Lawrence Welk,* and *Let's Make a Deal.* Some will be musical variety "barter" shows such as *Chevrolet Presents Stand Up and Cheer* and the same sponsor's *World of Sports Illustrated. Norman Corwin Presents* will be an innovative drama from Group W, and *Story Theatre,* produced in Canada, will offer sophisticated versions of fairy tales in the fashion of the original Broadway play of that title. *Monty Nash* and *Primus* will feature action-adventure crime—one on land, the other underwater—and David Frost will host a revue. *Doctor in the House,* a situation comedy about a British medical student, is another Group W offering.

All these shows are modestly budgeted (top half-hour cost is $50,000), and therein lies a friction point. Opponents of the FCC's prime-time release rule argued that only networks, which are willing to risk as much as $150,000 on a half-hour show, can afford to present acceptable prime-time entertainment. Having low budgets, the argument runs, independents can only fall back on limited concepts and conventional formulas. The result, as will be apparent this syndication season, is largely more of the same television entertainment, only cheaper.

Viewers will also be shocked to find that in most "barter" shows there are five commercial minutes per half hour as against the conventional three minutes. The sponsor pays the production

"Don't look at me; I'm not a Republican."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Human Figure

how man has recorded his vision of man through art.

If man's body has not significantly changed in 20,000 years, the eyes of the artist obviously have. In *The Human Figure,* Charles Wentinck traces man's conception of man—from naturalistic, primitive cave art to the "world of sexual outrage," the 20th Century.

Wentinck takes us on a fascinating tour of the world's museums and private collections to illustrate his theme —with 138 magnificent, full color plates of major Palaeolithic sculpture, the art of Mesopotamia and Egypt, Hellenic statues, Etruscan bronzes and paintings, the Renaissance movement and, finally, contemporary art's "human figures expelled."

Wentinck is concerned with the "whys" of art and concisely explains how art reflects the philosophy of a given period. Each illustration is accompanied by a keenly written commentary that describes its characteristics and significance, as well as date of origin, country or period, material, size and museum where it is now located. He points out, for example, that emphasis on female organs was an offering to ensure fertility, not an exercise in eroticism; and that heads in African sculpture were modelled out of proportion to the rest of the body to indicate "where the power of the spirit was thought to reside."

This handsome volume revels in the excitement of man's view of man.

The Human Figure
in art from prehistoric times to the present day
by Charles Wentinck
Foreword by
Robert B. Luce, Editor-in-Chief
of the Seven Arts Society, Inc.
160 pages—138 color plates
A Seven Arts
Society Book Club Selection
$18.50

at your bookstore, or by mail.

Livingston Publishing Co.
18 Hampstead Circle, Wynnewood, Penna. 19096

Please send me _____ copy(ies) of *The Human Figure,* at $18.50 each. Check or money order for $_____ is enclosed. If I am not satisfied, I may return the book within 10 days for full refund.

NAME_____

ADDRESS_____

CITY & STATE_____ZIP_____

(Pa. residents please add 6% sales tax) SR 9-18

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Visit the eighteenth century with all the comforts of home.

In the houses and shops of Colonial Williamsburg, one of the world's finest collections of English and American furniture and furnishings brings even the darkest corners of the past to life. Come see the inside story of how a nation lived two hundred years ago. From simple kitchen utensils to elegant Chippendale, you'll be right at home.

Colonial Williamsburg
Virginia

You'll want to stay in the historic area. Over 700 fine guest rooms are offered by the Williamsburg Inn, its Colonial Houses, Williamsburg Lodge and The Motor House. For information, color folder or reservations, write Box CN, Williamsburg, Va. 23185, (703) 229-1700. Or call Reservation Offices: New York, 246-6800; Washington, FE 8-8828; ask operator in Baltimore for Enterprise 9-8855; Philadelphia, Enterprise 6805; Westchester County, Enterprise 7310; Essex County, WX 6805.

cost of such a show and gives the program free to the station, generally in exchange for two free minutes of commercial messages. The station goes out and sells three more commercial minutes and turns a handsome profit, if the show attracts an audience.

It is probable that many viewers, shuddering under the extra commercials and discouraged by the "more of the same" programing, will conclude that the prime-time release rule won't achieve the FCC's admirable objective, new departures in programing. Certainly, the networks will be saying, "We told you so," and powers within the industry most likely will be knocking at the commission's door requesting the FCC to rescind the rule and go back to network business as usual. Here is where viewers should support the FCC and a longer trial run for the rule. In the 1972-73 season, when the ban on network reruns takes effect, more producers will enter the market. A rash of last-minute court appeals and the depressed economy, which hurt sales, resulted in a slow start for innovators this past summer. Of all the independents, Group W, Westinghouse Broadcasting Company, is making the best effort. Donald H. McGannon, the chairman of Group W, believes strongly in the ability of independents to solve the problem of innovation at reasonable cost.

Group W has committed $5-million to that belief. Film producers have learned that $400,000 budgets can produce box-office giants. Television, Don McGannon asserts, can profit from that lesson. More cynical observers argue that the FCC ought to be tougher and require stations to put up their own money exclusively for programs in released prime time. Some advertising agencies think that networks should be required to open up one hour a night to sponsors that would control their own high-priced, quality specials.

Such prospects are unrealistic, given the present FCC majority. The best immediate hope lies in sitting out the early difficulties of the prime-time release rule with the expectation that other independents will join Group W in the creative risk. Advertisers could do their share. An interesting survey of new syndication programs by the broadcast-media department of Foote, Cone & Belding continues to rate innovative efforts according to conventional formulas. If a show seems unlikely to attract "young adult" audiences (which are usually attracted by strong action-adventure), it gets a low rating. Even advertising agencies must take risks if prime-time programing is to see a change of direction. The risk the viewer must accept is at least a three-year perspective on the prime-time release rule.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

For 5 bucks you can shake up yourself, and maybe even the government.

The Washington Monthly

"If you find the son of a bitch responsible for leaking that letter, I want you to fire him."

"If you find the son of a bitch responsible for not letting Hickel see the President, I want you to fire him."

The country is numb. Political activity is at a low ebb. In Pogo's words, "We have met the enemy, and they are us."

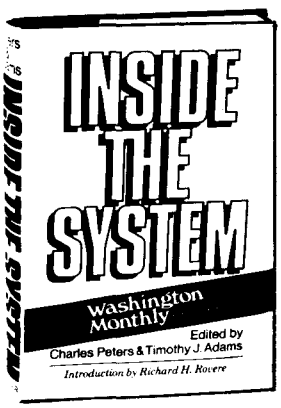
The Washington Monthly is for people who want to shake themselves up—who want to join in an uncompromising examination of what is right and wrong with our political system and with ourselves.

The Washington Monthly is the most admired*, most closely followed, most influential new magazine in Washington. (It may be the most feared, too. Ask the the Pentagon bureaucrats first exposed in Christopher Pyle's "The Army Watches Civilian Politics.")

Contributors like Russell Baker, Peter Lisagor, Seymour Hersh, Allard Lowenstein, and Murray Kempton accompany Washington Monthly regulars Taylor Branch, Suzannah Lessard, and John Rothchild—the youngest, freshest, most original group of political thinker-writers around. Never heard of them? You will.

*"Off to a brilliant start," says John Gardner. "The best thing of its kind in American life today," says Richard Rovere. "A hell of a good magazine," says Theodore H. White. "Respected," "enterprising," "impressive," say The New York Times, Newsweek, and Saturday Review.

And it's all yours, plus a saving of $5.50, if you act now. You get seven months of The Washington Monthly (a $7 newsstand value) and a chance to catch up on the best articles you've missed with a free copy of Inside the System (the $3.50 Praeger edition). A $10.50 value for only $5!



The Washington Monthly
1150 Connecticut Ave. N.W. Washington, D.C. 20036

Please enter a seven-month subscription for me and, upon payment, send my free copy of Inside the System (a $10.50 value) for only $5.

Name _____

Address _____

City _____ State _____ Zip _____

☐Payment enclosed ☐Bill me

sr-11

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Atlanta's appeal as a Headquarters City.

ATLANTA IS HEADQUARTERS FOR THE SIXTH FEDERAL RESERVE DISTRICT.

Few cities today offer quite the combination of advantages Atlanta does as a corporate headquarters location. Atlanta provides both the amenities of living and the necessities to support and serve large businesses. To live here is to enjoy life with far fewer of the problems of urbanization.

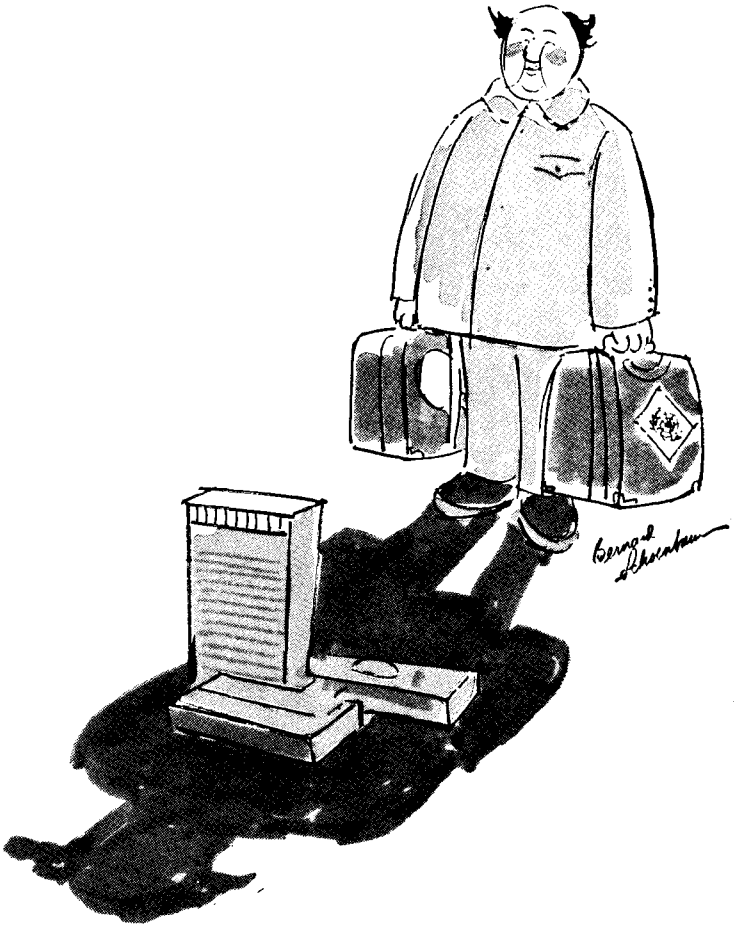
To work here is to have all the economic resources of a diversified, progressive city: transportation and communications accessibility, financial strength and expertise, abundant and reasonably-priced office space, technical and research skills, and above all the talents of a hard-working, forward-looking people. 430 of the "Fortune 500" operate facilities here. Find out why Atlanta has such appeal for them. Contact: Paul Miller, Atlanta Chamber of Commerce, 1383Commerce Building, Atlanta, Georgia 30303. 404-521-0845.

HARTSFIELD INTERNATIONAL AIRPORT AFFORDS EASY ACCESSIBILITY TO AND FROM MAJOR U.S. CITIES.

ANOTHER MAJOR INSURANCE HEADQUARTERS BUILDING UNDER CONSTRUCTION ON PEACHTREE STREET

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

WHAT NEW ROLE FOR THE PEOPLE'S REPUBLIC OF CHINA?



"Peking's approach to the United Nations suggests that it now prefers to enter the game of international politics."

by RICHARD C. HOTTELET

In China, 1971 is the Year of the Pig, signifying easygoing prosperity. At the United Nations, and specifically in this fall's twenty-sixth General Assembly, it is the Year of China, and no one knows whether it means progress or pandemonium.

The feeling at U.N. headquarters is that Peking will be seated as the legitimate representative of China when the Chinese representation question comes up before the full Assembly, probably next month. The political portents are strong. More than a dozen countries have established diplomatic relations with Peking in the past twelve months, and it now has formal ties with more governments than Taiwan. A band wagon seems to be moving. Above all, the United States, which for more than twenty years successfully led the opposition to any change in the representation of China, now supports seating the People's Republic, albeit opposing the expulsion of the Nationalists. President Nixon is preparing to visit Peking early next year. It is quite clear that a historic change is under way.

There is, however, an element of uncertainty. United States officials have stressed the administration's sincerity in opposing the expulsion of Taiwan. They deny that their fight against this is only a pretense, an attempt to save face, and insist that Washington will work in individual capitals, lobby at the U.N., use its influence, and call in its diplomatic IOUs as it has done in the past. This assertion could, of course, be a coverup. Arguing against such an approach is the undesirability of antagonizing Peking on the eve of a Presidential visit. Communist China and its friends have at every opportunity repudiated the two-China alternative, insisting on the explicit removal of the "representative of Chiang Kai-shek." On those terms, opposing expulsion of Taiwan means equally opposing the entry of Peking. Then there is the psychological and political climate. The Communist regime could, with maximum effort, perhaps be kept out of the United Nations this year but would almost certainly be admitted the next. Is a twelve-month delay worth the expenditure of energy and diplomatic credit—especially since it would contradict the administration's thesis that now is the time to bring in the representatives of 700 million Chinese? However, there are those who say that Peking, despite the most emphatic disclaimers, secretly welcomes the idea of dual representation in the expectation of ultimately having two votes in the General Assembly, as the Soviet Union now has three.

The argument for a genuine American campaign on Taiwan's behalf cites the need for a great power such as the United States to maintain the continuity of its policy and thereby credibility with other countries that wonder how ready Washington is to discard tiresome friends. It is also quite possible that Peking is more impressed by a United States that seeks agreement on its own terms than by a United States that comes a-wooing head over heels. The re-establishment of regular contact with the Chinese mainland is not and should not be considered an impetuous, short-term game.

In either case, the Chinese representation issue in this General Assembly session is likely to be a legal field day, with every procedural trick used by both sides. The vote may be close. While the United States is working to save Taiwan, Peking obviously will be working for itself. The People's Republic has some diplomatic trumps in its hand, too, and, above all, the spreading notion that its time has come. There is little doubt that it wants membership, and on terms that include, for domestic reasons perhaps, the humiliation of Chiang Kai-shek. In many other ways,

RICHARD C. HOTTELET is United Nations correspondent for CBS News.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

however, Peking has modified or quietly dropped conditions it was putting forward only a few years ago. Gone is the haughty and contemptuous attitude with which it supported Sukarno's withdrawal from the United Nations in 1965 and threatened to set up a rival "progressive" organization. At that time Foreign Minister Chen Yi declared that his government had no interest in U.N. membership unless the United Nations were completely reorganized to eliminate the "imperialists and their lackeys." Chen Yi also demanded that the General Assembly nullify its resolution of February 1, 1951, branding Communist China an aggressor for intervention in the Korean War, and that the Assembly brand the United States as an aggressor.

Today the language is entirely different. The old slogans about power growing out of the barrel of a gun and revolutionary war being the best solution to social ills, while not disavowed by any means, have been set aside in favor of reasonable, relaxed contacts and trade. It is fascinating to speculate why this should be so, all the more because the answers would suggest the role Peking will play when it takes a seat in the United Nations.

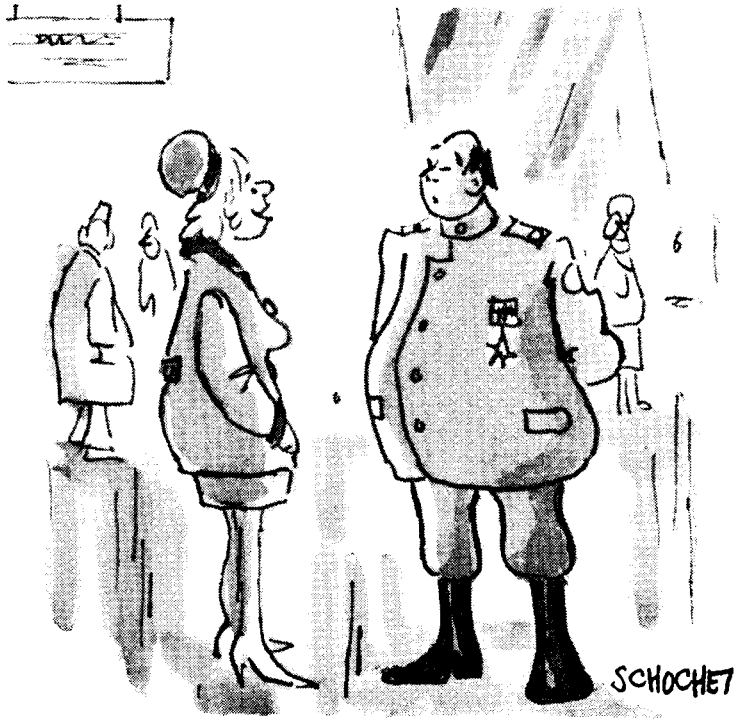
No one knows—perhaps no one ever will—why the People's Republic of China is moving now to end its self-imposed isolation. It is safe to assume, however, that domestic considerations are paramount. This might mean that the regime has overcome the delirium of the Cultural Revolution and is passing into a less manic phase, as revolutions tend to do. With passion spent, the consequences are more clearly seen. It should become all too painfully apparent to men like Chou En-lai that for more than a decade they have had little or no influence in world affairs. In 1950, Chinese "volunteers" swept into Korea and fought the United States to a standstill. In 1955, the People's Republic was strong enough to keep the Soviet Union out of the Asian-African Summit Conference at Bandung and to take a leading role in the Third World. In the Polish October of 1956, China reputedly intervened to support Gomulka's defiance of Moscow. But by 1962, when the failure of the economic Great Leap Forward had already seriously unhinged the internal balance, bombardment of Quemoy and Matsu was totally unimpressive, and the border war against India, which historians now say was provoked by Nehru's "forward policy," made Peking a universal pariah. Efforts to rally "national liberation forces" around the world behind China's leadership proved totally, in part ludicrously, unsuccessful. By 1965, the United States was bombing Hanoi next door to the mainland and warning Peking that it would have no Yalu River line of sanctuary if it intervened as it had done in Korea. The Indonesians at the same time were cutting to pieces the world's biggest external Communist Party, whose large Chinese ethnic component and intimate ties to Peking had made it a major vehicle of Mao's ambitions.

In 1966, when the Cultural Revolution began in earnest, the People's Republic appeared isolated and impotent, except in one respect. While most foreign leaders watched the spectacle with detached fascination and no immediate concern, the mainly young revolutionary elements of a world in ferment translated their desire for radical change into "Maoism." Much more important, in its ideological dispute with the Soviet Union—more properly, its contest with the Soviets for leadership of the Communist world—China was tallying significant gains. By forging links with Rumania in the Soviet orbit and Yugoslavia just outside (Tito only recently having been graduated from the status of a revisionist, imperialist running dog), Peking must have got on Moscow's nerves.

The collapse of Sino-Soviet relations and military clashes along their central Asian borders in the mid-1960s reflected an increasingly menacing state of affairs. In 1966, the Soviet Union began a massive expansion of its nuclear and conventional forces in Mongolia, which bulges in toward Peking and industrial Manchuria. Soviet propaganda took a most ominous turn, designed to rouse primordial fears in a people that had been overrun and held in subjection for centuries by Mongols and Tartars. Andrei Voznesenski and Yevgeny Yevtushenko wrote poems about Holy Mother Russia as a bastion of Western civilization against new Mongol hordes. That kind of poetry had not been seen in the Soviet Union since Stalin dropped Marx and allowed Anna Akhmatova and others to summon the people to the Great Patriotic War against the Nazis.

In 1968, for the invasion of Czechoslovakia, Moscow formulated the Brezhnev Doctrine, which entitles the Soviet Union to move into any Communist country departing from those norms of communism set by the Kremlin. And in 1969, when Soviet and Chinese regiments clashed on the Ussuri River, there were many hints from Moscow that it was considering a preventive strike against China to knock out its nuclear capability. These two developments may have brought the leaders of China to recognize that preoccupation with internal affairs meant not only the loss of international prestige but also isolation in the face of a growing external threat to the existence of the regime. At that point, terminating isolation might well have become the paramount aim of national policy, and the United Nations the inevitable focal point.

Starting with Canada in 1970, the People's Republic encouraged the establishment of diplomatic relations with one country after another, dropping its earlier demand that the other party acknowledge Peking's sovereignty over Taiwan. But, for international visibility, instant multilateral contact, and access to world opinion, there is no substitute for the forum of



"My girl friend and I just love mah-jongg."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the United Nations. From a defensive standpoint, this should not suggest that the U.N. could protect China from Soviet invasion, but Peking's membership would certainly make it more difficult in every non-military sense. The requisite political orchestration of such an aggression would be much harder to arrange with a member of the Security Council calling for help. However, Peking's new policy is not to be regarded as only protective. It has its politically offensive side as well, with particular but not exclusive relevance to the Soviet Union.

Since the United Nations was founded in 1945, Moscow has been the chief advocate of every revolutionary or "progressive" cause that could embarrass its Western adversaries and serve its own interests. Attacking "imperialism" and "neocolonialism," supporting "national liberation" movements, and championing the rights of the "oppressed" (outside its own sphere of interest, needless to say), the Soviet Union can muster in exchange a larger voting constituency than its more direct selfish concerns would attract. However, even such productive veins as South African apartheid and the Portuguese presence in Africa can be overworked. The Soviet Union is a great power. Sad experience, as in the Congo, has taught it that commitments in circumstances one cannot control can be painful and embarrassing. It prefers to do its cheering from the sidelines. Moreover, there is no member of the U.N. more jealous of its sovereign rights and less inclined to delegate any discretion, let alone power of initiative, to an organ of the United Nations. This reluctance leads to some artful dodging when members raise such subjects as a U.N. regime for Southwest Africa or a U.N. high commissioner to look into violations of human rights or a U.N. agency to govern the orderly exploitation of the mineral wealth on the ocean floor. Further, while the U.S.S.R. ranks as one of the world's great industrial nations and warmly espouses the claim of underdeveloped countries to special help and concessions, it is notoriously tightfisted. The Soviet formula for economic help to the Third World is reparations payments by the former colonial powers. Over the years, this line of argument has lost its attraction, but the Afro-Asian members have had nowhere else to go. With Communist China in the United Nations, the radical members of this group may gain a much more believable spokesman.

Peking does not claim to be a superpower. In fact, it repudiates the suggestion. It has a nuclear capacity, but only, Chou En-lai says, to break the monopoly of the superpowers. It wants no part of any cabal of the Nuclear Five

"We're having some trouble over the size and shape of the table."

to discuss atomic weapons, as proposed by Moscow. In the populist tradition, Peking proposes a worldwide summit conference to outlaw all nuclear weapons, which, it adds, China will never be the first to use. Peking is one of five nations to have orbited space satellites but cheerfully admits that these efforts are small—more a sign of brains than of brawn. Altogether, China has been stressing its own immense problems and needs, casting its lot in the same have-not mold as that of the Third World. Free of many of the great power considerations that inhibit Moscow, Peking may upstage the Russians in the highly charged anticolonial issues on the U.N. agenda.

Peking's approach to the United Nations suggests that it now prefers to enter the conventional game of international politics. Whereas only a few years ago it was legitimate to suspect that Communist China would come into the U.N. only to destroy it, the probability now is that Peking is more interested in using this instrument. Senior diplomats at the U.N. expect to find Peking's representatives rather cautious in many ways, reflecting the ignorance of years in isolation. They may also be excessively formalistic. What intellectual exercise the mainland Chinese have had over more than twenty years in other than scientific, industrial, and similar material pursuits has been primarily in the casuistry of dialectics. Given the innate intelligence of the Chinese, they may turn nitpicking at the conference table into a high art form. Altogether, they are expected to be conservative.

Conservative behavior does not mean conservative policy, however. The People's Republic remains a revolutionary force, not only in the tactical but in the classic sense of being beholden to no one and bound only by ties that it considers advantageous at a particular time. In African issues, China could outdo the Soviet Union rhetorically and also sponsor action that is too rich for Moscow's blood (a prospect reflected already, perhaps, in the Soviet's conspicuous lack of enthusiasm for the seating of Peking and its readiness to chime in with any suggestion that it may not happen this year.)

A prime field of activity is southern Africa, where the black Africans and their friends have channeled their frustrations into demands for more and more radical action against South Africa, Portugal, and Rhodesia. Their appeals have not got by the Security Council, where the great powers will not endorse them. But it is not inconceivable that the next time a cry for sweeping economic or even military sanctions is vetoed or otherwise defeated in the Council, Peking, as a Council member, might take it to the General Assembly. Under the Uniting for Peace resolution devised by the United States after Korea, the Assembly may circumvent a Security Council veto by *recommending* action. This does not raise a U.N. army, but it affords members the possibility of combining under U.N. auspices to take measures against a putative threat to the peace or an act of aggression. The Africans have solemnly declared many times that apartheid and "neocolonialism" are both. The multitudinous ex-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

isting national liberation movements might not become more effective, but they would receive a quasi-legality and be harder to cope with, especially if Peking supplied them with small arms and with leaders.

Quite apart from this, Africans are demanding that the Security Council consider their problems not always in the remote and cool surroundings of U.N. headquarters in New York but closer to the scene—at Lusaka in Zambia, for example. Western diplomats shudder at the prospect of poor communications with the outside world and the pressure cooker atmosphere of protest demonstrations outside the door. But they may not be able to ward it off if Communist China, as well it might, puts its shoulder to the project.

Peking's interest in Africa may be manifested in less spectacular and more substantial ways. Once the People's Republic is seated in the Assembly and Security Council, the Big Four, which have tended to monopolize the discussion of major problems, will revert to the original Big Five of the U.N. Charter. Whereas the Nationalist Chinese representatives, for all their superior personal qualities, have been relegated to the sidelines for years—the Security Council by tacit consent did not even meet in the month of Chinese chairmanship—Peking will demand and receive a voice in the private discussions that prepare the way for formal action.

The Middle East remains a direct U.N. responsibility. It involves China's interests as well. Reopening the Suez Canal would give the Soviet Union easy access to the Indian Ocean, across which Peking maintains its lines to East Africa and Arab friends. Even in the Mediterranean, Turkey's recognition of Peking, Greece's movement in that direction, and Israel's carefully hinted sympathy for the idea, reflect the attraction that the People's Republic now holds for those who worry about the power of the Soviet Union. An Arab proverb has it: The enemy of my enemy is my friend.

Other factors come into view. China's waving the bloody shirt of Japanese militarism, for instance, may be no more genuine than the similar tactics of the Soviet Union vis-à-vis Germany after World War II, when Moscow's propaganda made sensitive flesh creep with stories of resurgent Nazism and of Hitler alive in Argentina even though it knew that the Führer was stone-cold dead. However, Japan is now an industrial superpower and China is not. A China emerging from isolation is bound to bump into Japanese positions of influence re-established all through East Asia by means more potent than the sword. Peking naturally will seek to counteract this new expansion. Permanent membership in the Security Council will help politically. It also provides, whatever the future of formal Sino-American diplomatic relations, an immediate direct contact with the United States. Forever past will be those strange and stilted meetings in the (completely bugged) Mysliwiecki Palace in Warsaw that at one point had the Chinese Ambassador telling his American colleague, "We really should be speaking Polish." China will be speaking directly and confidentially to the nation that provides its only hope of gaining a strategic counterweight to the Soviet Union and the help it needs to draw level with the economic power of Japan. In fact, the homogeneous, talented, industrious people of China are almost a logarithmic extension of Japan. Given a wholesome working relationship with the United States, China may pull itself up by its bootstraps.

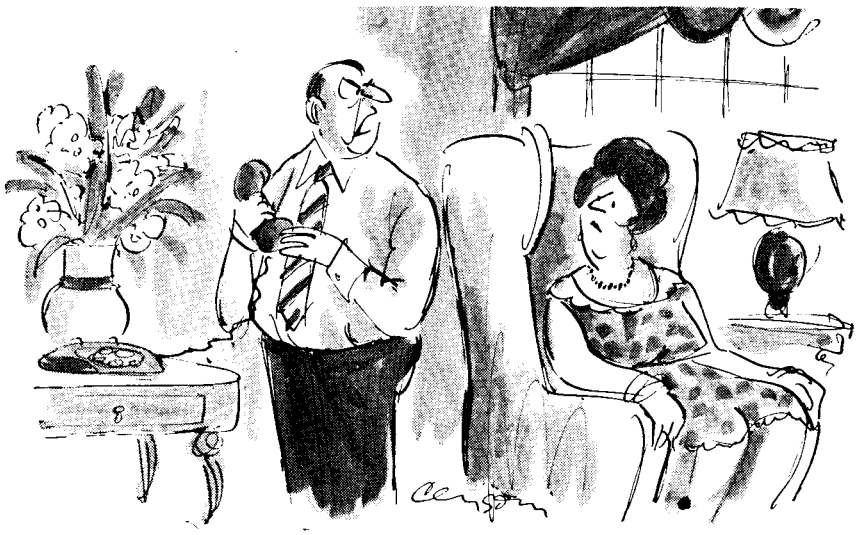
Speculation along these lines, plus the activity of Peking's friends in the U.N., leads sober observers to the conclusion that the People's Republic is now eager to take China's seat in the U.N. This is also the year for the appointment of a new Secretary General. Leaving aside the question of whether U Thant would stay on or accept an interim appointment, Peking would certainly want a say in the choice. On the other hand, it would be foolish to think that because China is emerging from isolation it is becoming liberal or ready to play the game according to Western rules. That has not been true of the Soviet Union, nor was it true of Nazi Germany, which started out much more "Western" than either. Totalitarian regimes have their own momentum. They are deflected only by unalterable facts.

In Korea, China recently resumed its place on the Military Armistice Commission, ready to deal—however harshly—with the U.N. authorities it reviled so loudly and long. But Peking shows no readiness whatever to join the Soviet Union in a revival of the 1954 or 1962 Geneva Conference on Indochina.

The end game in the General Assembly should be something to behold. The American gambit hinges on the proposition that a Republic of China and a People's Republic of China can both hold seats in the General Assembly. If both parties agreed, it might be possible. Syria merged with and then divided from Egypt in the United Arab Republic. The key is consensus, and it is missing at present.

Through its support of Taiwan the United States now has added an element of doubt to this year's projections, but this seems more than outweighed by a growing feeling that this country has invested too much effort in a pretense. Those countries—and they are not few—that would much prefer to keep a place for Taiwan, which has played a responsible and constructive role in the U.N., are finding it easier now to console themselves with the thought that expelling Taiwan makes little immediate and direct difference in the real world. Switzerland, for instance, does not suffer from not being a member. Those nations that choose to have relations with Taipei will retain them. Above all, the Mutual Defense Treaty between the Republic of China and the United States remains fully in force.

What will be the impact of Peking on the United Nations and vice versa? Will China push the Soviet Union more into the Western club to preserve common interests as "have" states? Or will the two outbid each other in extremism? Or will something entirely unpredictable develop? The only certainty is that the United Nations will not be the same.



"She's coming home from the commune for a visit and wants to know if we want some organically grown squash."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

To the President of the U.S.S.R. Supreme Soviet: On the Persecution of Repatriate Jews

EDITOR'S NOTE: In recent years one of the most encouraging developments in the Soviet Union has been the increasing number of public statements by leading citizens against authoritarian government policies. The letter below by Valery N. Chalidze, a distinguished Soviet physicist, is such a protest. On November 4, 1970, V. Chalidze and two other eminent Soviet physicists, Andrei D. Sakharov and Andrei N. Tverdokhlebov, took the historic and courageous step of creating a Committee on Human Rights. We were pleased to be the first to publish the text of the committee's by-laws (*SR*, January 16, 1971). One of those by-laws—specifying that the committee is prepared to enter into "creative contacts" with "international non-government organizations" that adhere to the "principles of the United Nations"—recently found a significant expression. On June 29, it was announced that the Soviet committee had become an affiliate of the prominent civil liberties organization, the International League for the Rights of Man.

V. Chalidze's letter may well be among the very first human rights acts undertaken by the Soviet group. It questions the recent spate of trials in the U.S.S.R. of Jews "whose only aim," the committee notes, "was to protest against the unlawful refusals to issue them visas for repatriation."

The authorities' illegitimate actions in hindering the free departure of people from the Soviet Union, specifically, the free repatriation of Jews to Israel, have in recent years produced active protests by Jews who seek repatriation. They have protested against the arbitrary and unexplained refusals to issue visas; against red tape, which has no basis in law, in dealing with applications; against the excessively cumbersome procedure for submission of applications.

Illegitimate actions of one kind lead to others: The authorities have to take illegal measures to counter the protests. At the same time, official propaganda disseminates unfriendly and unsubstantiated reports about repatriation and Zionism. The press portrays Zionism as a reactionary (practically fascist) political trend; yet Zionism is no more than the idea of Jewish statehood, and one can only admire the persistence of an ancient and persecuted people, who in very difficult conditions have resurrected a long-vanished state. It is precisely such rebirth and elimination of the tragic consequences of dispersion for the Jewish people that constitute the goal of Zionism.

Zionism is portrayed in the press as an anti-Communist and anti-Soviet trend, yet the concerns of Zionism are entirely national.

Even more ridiculous is the statement that those Soviet citizens who wish to be repatriated are deliberately unfriendly toward the Soviet system. Some authorities try to prove this by holding trials—for example, in Leningrad and in Riga—bringing charges of anti-Soviet activities against Jews whose only aim was to protest against the unlawful refusals to issue them visas for repatriation.

In my efforts to study human rights in the Soviet Union, I have long considered it my duty to give intellectual assistance to Jews who desire repatriation. I am familiar with their problems and principles. Their main principle is non-interference in affairs here. They have one aim—to go to Israel—and they observe the non-interference principle so painstakingly that they are sometimes reproached for egoism by those who are concerned with the defense of human rights in our country. I am convinced that the charge of anti-Soviet activity against those seeking repatriation is ridiculous.

Whatever the authorities' displeasure with the Jews' desire for repatriation, there have nevertheless been welcome signs of progress, and in recent months—speaking now of the departure of Jews, not of freedom of departure from the U.S.S.R. in general—the problem may be considered near solution in the sense that those Jews who wish to leave may have hopes of obtaining permission to do so.

It was difficult a year ago, when those who are now being tried in the above-mentioned cases were arrested. In the large cities permission to leave was hardly ever granted, and it is evident from the institution of criminal proceedings that protests against forcible detention were interpreted by the authorities as anti-Soviet activity. But now such protests bring results and help gain repatriation.

I hope that the Presidium, using its constitutional right of pardon, will take the change in the situation into account and recognize the legitimacy of the Jews' desire for repatriation and dismiss the criminal cases.

I call for an end to all persecution of Jews seeking repatriation, and I urge that there be no more violations of the obvious right of man to leave any country.

May 20, 1971 —V. CHALIDZE.

WE AGREE with the arguments in V. Chalidze's letter and join in the appeals to end the persecution of repatriates and to stop violating the right to leave the country. We join in the appeal for dismissal of the criminal cases.

A. SAKHAROV,
A. TVERDOKHLEBOV.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review

Editor - Norman Cousins

Publisher - William D. Patterson

Associate Editors
Irving Kolodin • Horace Sutton

Associate Publisher - Richard L. Tobin

Managing Editor
Roland Gelatt

Science Editor
John Lear

Education Editor
James Cass

Book Review Editor
Rochelle Girson

Poetry Editor
John Ciardi

Travel Editor
David Butwin

Art Editor
Katharine Kuh

Copy Editors
Peter Nichols
Eugene Lambinus
Caroline Stevens

General Editor
Hallowell Bowser

Production Manager
Pearl S. Sullivan

Editors-at-Large
Cleveland Amory • Harrison Brown
Frank G. Jennings • Peter Schrag

Contributing Editors
Goodman Ace • Hollis Alpert
Henry Hewes • Arthur Knight
Martin Levin • Rollene W. Saal
Robert Lewis Shayon • Zena Sutherland
Walter Terry • Margaret R. Weiss

President
John J. Veronis

Chairman
Nicolas H Charney

Does Anyone Have Time to Think?

EDITOR'S NOTE: *The following editorial is reprinted from the March 26, 1955, issue of SR.*

We in America have been concerned for some years with the lot of underprivileged peoples throughout the world. But we have yet to do anything for one of the most underprivileged peoples of all. Ourselves.

We have more food than we can eat. We have more money per person than anywhere else in the world; with 6 per cent of the population we hold 80 per cent of the wealth. We have bigger homes, bigger television sets, bigger cars, bigger theaters, bigger schools. We have everything we need, in fact, except the most important thing of all—time to think and the habit of thought. We lack time for the one indispensable for safety of an individual or a nation.

Thought is the basic energy in human history. Civilization is put together not by machines but by thought. Similarly, man's uniqueness is represented not by his ability to make objects but to sort them and relate them. Other animals practice communication; only man has the capacity for comprehension. Displace or eliminate thought, and the species itself has as little claim on survival as the dinosaurs with the four-foot skulls and the pea-sized brains. The impotence of the brute alongside the power of the sage is represented by thought.

Consider where we in America stand today. We have been told and we have told ourselves that we have the responsibility to lead. We are asked to keep freedom alive; we are asked to find some way to prevent a war that would incinerate one billion or more human beings and twist and deform the rest. It is not a simple task. Leadership today requires not so much a determination to smash the other fellow as an understanding of the lessons of human experience. It requires a profound knowledge of the diseases of civilizations. It requires ability to anticipate the effects of actions. In short, it requires thought. But who is doing the thinking? Who is giving sustained and incisive thought to the most complicated and dangerous problem in the age of man?

Next question: Does anyone have time to think? Does the President have time to think? The daily calendar of an American President, with its endless appointments and glad-handing chores, not only excludes sustained thought but creates the kind of staccato, jangling pattern of mental activity that leads to a demand for surcease rather than study.

If the President has no time to think, then who? Almost everyone in Washington is spending so much time being strategical that almost no one is being historical. There are so many movers and shakers that there is hardly any room for thinkers.

The paradox, of course, is that we are busy doing nothing. Never before has so much leisure time been available to so many. Leisure hours now exceed working hours. But we have a genius for cluttering. We have somehow managed to persuade ourselves that we are too busy to think, too busy to read, too busy to look back, too busy to look ahead, too busy to understand that all our wealth and all our power are not enough to safeguard our future unless there is also a real understanding of the danger that threatens us and how to meet it. Thus, being busy is more than merely a national passion; it is a national excuse.

The real question, however, concerns not the time or lack of it we provide for thought, but the value we place on thought. What standing does thoughtfulness enjoy in the community at large? What great works of contemporary literature assign importance to thought or make heroes of thoughtful men? Action, accumulation, diversion—these seem to be the great imperatives. We are so busy increasing the size and ornamentations of our personal kingdoms that we are unaware that no age in history has had as many loose props under it as our own.

Everyone seems to agree, from the President down, that we have to find some way other than war to protect ourselves, support the cause of freedom in the world, and serve the cause of man. But who is giving any consecutive thought to an "other way"? We ask the world's peoples to spurn communism, and we back up this advice with the offer of guns, but what revolutionary idea do we ourselves espouse? War in Asia seems all too imminent, but we talk about it as though it is some unpleasant little business at a distance instead of the curtain raiser for a war in which the big bombs will be dropped on America as surely as they will be dropped on the enemy. Meanwhile, we are told by government that there is no real defense against atomic attack, after all. Surely, all this requires some thought.

This nation of ours will not reproduce itself automatically. The meaning and the wonder of it will not be sustained by momentum alone. If we have something worth saving, as we have, somewhere in our national culture or economy we shall have to find a proper place for thought. "We shall not understand the history of men and other times," Benedetto Croce once wrote, "unless we ourselves are alive to the requirements which that history satisfied." Perhaps something of the same idea occurred to Abraham Lincoln when he said that "the occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew. We must disenthrall ourselves."

There is no point in passing the buck or looking for guilty parties. We got where we are because of the busy man in the mirror.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Letters to the Editor

Healing Health Care

HARRY SCHWARTZ'S "Health Care in America" [*SR*, Aug. 14] is scarcely "a heretical diagnosis." . . . Mr. Schwartz doubts the soundness of statistical evidence that by every major indicator the health of Americans has had a relative decline in the last fifteen years when compared with other industrialized or semi-industrialized nations. He ignores the fact that twenty years ago we had the lowest maternal mortality rate among the nations of the world. Today ten countries have better rates.

Instead, evidence is cited that there has been a 20 per cent drop in U. S. infant deaths in the last five years. With the increase in medical knowledge, this is to be expected. But Schwartz is apparently unaware that other nations have had much larger decreases in infant mortality than the United States. Fifteen years ago our rate was eighth from the highest. Today it is fourteenth—and between 1968 and 1969 we dropped from thirteenth to fourteenth among the world's industrial nations.

The article deprecates the seriousness of the escalation of the costs of medical care in the United States and the resultant adverse effects on consumers of health care. It omits reference to the fact that the costs of health care in terms of percentage of Gross National Product are today higher than for any other industrialized nation on earth. The latest Bureau of Labor Statistics report for July 1971 indicates that the cost of medical services continues to rise at approximately *twice* the rate of the consumer price index. . . .

It is unfortunate that Schwartz has adopted the American Medical Association's traditional posture in viewing the incontrovertible crisis in health care. The underlying problems — runaway health costs, chronic manpower shortages, fragmentation of services deriving from organizational weaknesses, lack of quality controls, and denial of legitimate consumer participation in allocation of resources and development of policies— will not be resolved by denying the problems exist or by making erroneous and irrelevant analogies to a "nationalized public school system."

It is widely recognized by serious students of health care in America that comprehensive reform of the financing and organization of personal health services is a major imperative of our times. Well thought-through proposals for such reform have been advanced. Chief among these is the Health Security Program introduced in the current Congress by Congresswoman Griffiths and Senator Kennedy. Because it offers informed and constructive solutions to many of the nation's health problems, it has earned widespread support in the Congress and among a broad spectrum of professional and lay citizens.

MELVIN A. GLASSER,
Director,
UAW Social Security Department,
Detroit, Mich.

HARRY SCHWARTZ has put together an incredible array of facts and figures, as well as logic, which are incontrovertible. He exhibits an uncanny knowledge of the subject, not seen outside of members of the medical profession. The American public would do well to heed the message offered by this outstanding writer.

E. W. SCHMIDT, M.D.,
Vice President,
Texas Medical Association,
Pecos, Tex.

I READ Harry Schwartz's recent article bristling with fear at first, gradually accelerating and devouring in disbelief the most sensible article ever written about medical care in America. His logic can also be transferred to many other problems we face daily, except war.

H. E. MALCOLM, M.D., P.C.,
Lansing, Mich.

Pentagon Papers and Don Quixote

ONE FOLLOWED the drama of the Pentagon papers with keen interest right up to the Supreme Court's wise decision. But I have been unable to find a careful mention anywhere in the published material of the most important point of all. Neither the newspapers nor the U.S. government has made any clear reference to the Atomic Age, which contains and conditions the whole operation, from the Geneva Conference of 1954 to the latest sortie of B-52 bombers in 1971.

With hardly a change, the story as told to the public could have unfolded in 1898 or 1914 or 1939, so far as the concepts and the logic of the participants go. Yet, the world is now some twenty-six years along the thermonuclear course since Hiroshima. One would never know it by reading the documents or listening to the reactions of notables, here and abroad. The sword of Damocles hangs over us all, but no one looks up. "History is being made!" they cry, and it is. But it is history in the familiar pattern of the Congress of Vienna, which was concerned with settling the boundaries of European nations after Napoleon had scrambled them.

Although President Kennedy went through the "eyeball to eyeball" confrontation with Khrushchev over atomic missiles in Cuba and although military crises in Berlin and along the Suez were, and are, a tug at the cord that holds up the sword of Damocles, the world in the minds of its leaders is still firmly, and often exclusively, a matter of sovereign states. No lessons have been learned. Nobody acts on the assumption that little wars can escalate into big wars and that a big war (unless the nuclear scientists are all wrong) means mutual suicide for the belligerents and perhaps a retreat to the Stone Age for the entire race.

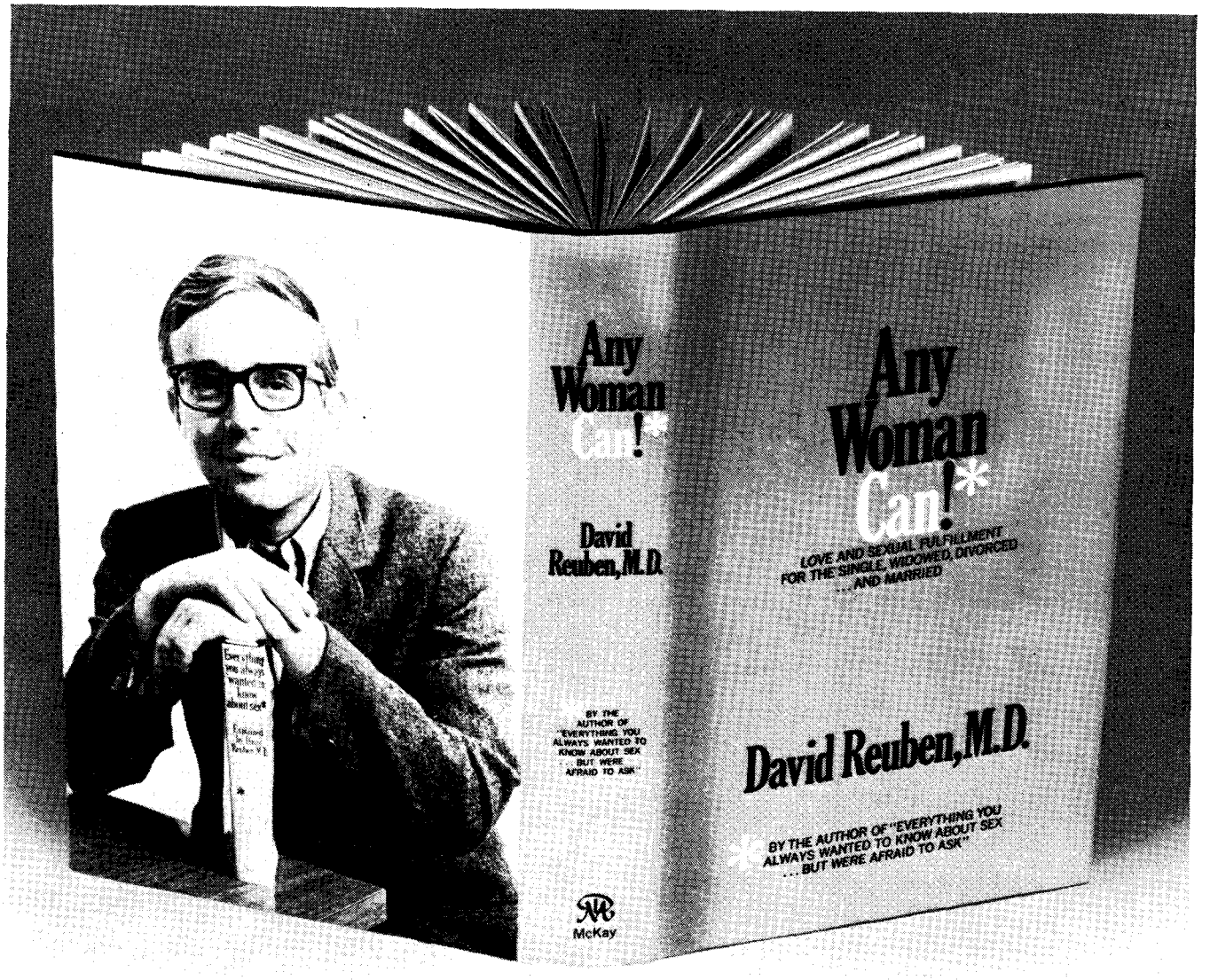
Our political and military leaders are, almost to a man, superb examples of cultural lag. Eisenhower, Kennedy, Johnson, Nixon seem like four Don Quixotes, riding out in full armor, lance at the ready—riding out, after Hiroshima had demonstrated the futility of armor and the absurdity of lances. Cervantes wrote *Don Quixote* to show that the armed knight and the feudal system could not survive the invention of gunpowder.

O for another Cervantes to drive home the fact that traditional nationalism cannot survive the fissioning of the atom. One world or none; but hardly a hint of it in the Pentagon papers.

STUART CHASE,
Georgetown, Conn.

"I'm trying to get you a mink coat and a new convertible. Now will you lend me a dollar?"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED


Any Woman Can!*
David Reuben, M.D.
BY THE AUTHOR OF "EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT SEX BUT WERE AFRAID TO ASK"
McKay
Any Woman Can!*
LOVE AND SEXUAL FULFILLMENT FOR THE SINGLE, WIDOWED, DIVORCED ...AND MARRIED
David Reuben, M.D.
BY THE AUTHOR OF "EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT SEX ...BUT WERE AFRAID TO ASK"

Dr. David Reuben has told forty million readers everything they always wanted to know about sex.

Now he tells every woman what to do about men.

AT ALL BOOKSTORES, $7.95 McKAY

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Writer's Demotion to Solid-Citizen Status

by JOHN W. ALDRIDGE

I have lately been reading through a great quantity of materials either taken from or devoted to American little magazines of the past fifty or sixty years. The experience has been educational if not altogether exhilarating. All those miles and miles of print running on and on, through deserts of dullness, among mountains of vanity, so often to absolutely nowhere; all those brave or impotent attempts to crystallize in language the honest, the quintessential, and the new; all those names familiar, perhaps even famous, for a year or decade and forgotten now except by friends and antiquarians; all that expenditure of time, money, and love to support the tiny possibility that genius might at some moment appear, find encouragement, and be saved; all that sanctimoniousness on the part of editors about truth and integrity, the coterie paranoia that gives so many of them a defensively inflated sense of their service to art but at times appears to blind even the most perceptive to the real size of their accomplishment. For example, there is innocence both laughable and touching in the remarks of Jane Heap, Margaret Anderson's co-editor on *The Little Review*, as she announces the magazine's demise in 1929 after fifteen years of vigorous life:

> The revolution in the arts, begun before the war, heralded a renaissance. *The Little Review* became an organ of this renaissance. . . . For years we offered [the magazine] as a trial-track for racers. We hoped to find artists who could run with the great artists of the past or men who could make new records. But you can't get race horses from mules. I do not believe that the conditions of our life can produce men who can give us masterpieces. Masterpieces are not made from chaos. If there is confusion of life there will be confusion of art. . . . We have given space in *The Little Review* to 23 new systems of art (all now dead) representing 19 countries. In all of this we have not brought forward anything approaching a masterpiece except the *Ulysses* of Mr. Joyce.

What a confession of failure! Nothing to show except the discovery and first publication of the greatest novel of the modern age, that service alone being enough to justify the giving of space to a thousand dead systems of art. And what a stable of mules! Between 1914 and 1929 *The Little Review* published the work of most of the writers now recognized as the laureates of modern literature. Sherwood Anderson, Hart Crane, Eliot, Ford Madox Ford, Hemingway, Joyce, Wyndham Lewis, Amy Lowell, Marianne Moore, Pound, Gertrude Stein, Wallace Stevens, William Carlos Williams, and Yeats were all represented in its pages, as were the eccentric and merely notorious, such as Baroness Else von Freitag-Loringhoven, Tristan Tzara, and Maxwell Bodenheim. Although shockingly deficient in masterpieces and rich in the usual varieties of ambitious trash, *The Little Review*, together with other magazines of greater or lesser distinction like *The Dial, Poetry, Secession*, and *Broom*, quite simply created the modernist literary movement in its American and Continental phases, and they did so by providing a medium through which the principles and insights of a radical new sensibility could be expressed in collective form and thus be recognized as constituting a movement in fact rather than the products of isolated and disparate minds.

In a very real sense, therefore, the history of the modern little magazine

JOHN W. ALDRIDGE, professor of English at the University of Michigan, is the author of *After the Lost Generation, Time to Murder and Create, In the Country of the Young*, and other books. His new collection of essays, *The Devil in the Fire*, will be published by Harper's Magazine Press in February.

SR: BOOKS

Book Review Editor: ROCHELLE GIRSON

35 **"The Writer's Demotion to Solid-Citizen Status: An Essay on the Malaise of Little Magazines,"** by John W. Aldridge

40 **Book Forum: Letters from Readers**

42 **"Remaking China Policy: U.S.-China Relations and Governmental Decisionmaking,"** by Richard Moorsteen and Morton Abramowitz; **"A New U.S. Policy Toward China,"** by A. Doak Barnett; **"U.S. China Policy and the Problem of Taiwan,"** by William M. Bueler; **"China and Russia: The Great Game,"** by O. Edmund Clubb

44 **"A Condor Passes,"** by Shirley Ann Grau

46 **"The Magician,"** by Sol Stein

46 **"Thresholds,"** by Dorothea Straus

47 **"Mad in Pursuit,"** by Violette Leduc

47 **"The Nightmare Decade: The Life and Times of Senator Joe McCarthy,"** by Fred J. Cook

48 **Books for Young People,** by Zena Sutherland

51 **"History of American Presidential Elections,"** edited by Arthur M. Schlesinger, Jr., and Fred L. Israel

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

". . . an institutionalized outlet for an institutionalized literature, an empty memorial to a lost vitality."

is also the history of literary modernism as we know it. To read from *The Little Review Anthology*, edited by Miss Anderson (Horizon, $10), through such recent collections as *Short Stories from the Literary Magazines*, edited by Jarvis Thurston and Curt Johnson (Scott, Foresman, $4.95), *Best Little Magazine Fiction 1970*, also edited by Mr. Johnson (NYU Press, $7.95), and the *American Literary Anthology 3*, edited by George Plimpton and Peter Ardery (Viking, $7.95), is to move chronologically and imaginatively through a period of the greatest literary achievement we are likely to know in this century. It is also to arrive at a clear and often disturbing impression of just what can happen, perhaps must happen, when a major movement runs its course and ends not in honorable death but in suspended animation, a state in which its influence continues to be operative but upon talents no longer energized by its pioneering spirit, in which its best effects retain their authority even as they have ossified into establishment clichés, and in which its principal organs of expression have produced descendants that exist too often solely because the little magazine has become in our day an institutionalized outlet for an institutionalized literature, an empty memorial to a lost vitality.

Since the 1920s at least three distinct generations of writers have come to maturity, all of them thoroughly schooled in the great heritage of modernism and forced, because of their position in history, to work either in emulation of or rebellion against that heritage. The best minds of each generation have recognized that the literary formulations of modernism have become stereotypes. Yet, judging by the record of their individual performances, it would appear that most of them have felt powerless to create fresh formulations of comparable originality. One reason for this is that, although their world may be different in certain respects from the world of 1920 or 1930, it is not difficult enough to invalidate completely the views handed down to them by their distinguished predecessors. Those views may now be stereotypes, but they still have their powerful relevance as descriptions of life at the present time.

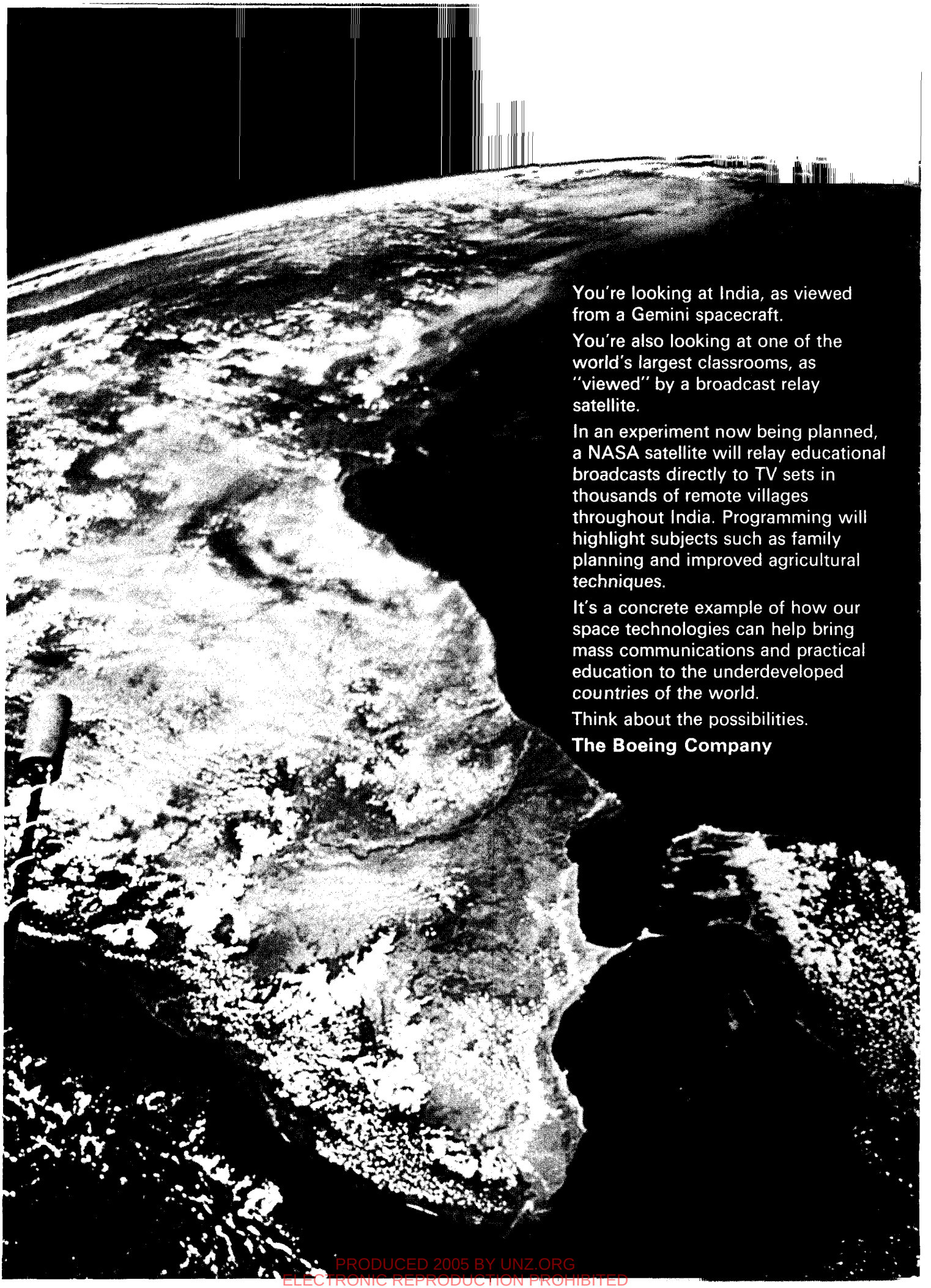
Another problem confronting these writers is that, largely because of the influence of criticism, they have become vastly oversophisticated about the methodology of literary production. They have learned the critical vocabulary. They know exactly what the standards are and which great works exemplify them most successfully. They have all the knowledge required for effective performance, but their knowledge seems, in far too many cases, to have withered the life of that certain holy innocence required for truly exceptional performance. This may be why we now have such large numbers of competent writers and so very few of clearly major stature. It may also account for the high incidence of critics, men who might in another time have written imaginatively but who have been so thoroughly intimidated by the enormous authority of the modernist accomplishment that they have chosen to devote themselves wholly to the study of that accomplishment, knowing that nothing they might do could possibly equal it. Competence and criticism are the natural products of a post-renaissance time in the arts, and they have largely determined the character of our present literary situation.

The history of the American little magazine over the past fifty years is alive with examples of not only the proliferation of competence but the steadily increasing influence of criticism. It is significant that the pioneering magazines of the period—among them, *The Little Review*, *The Dial*, and *Poetry*—were either devoted almost entirely to imaginative writing or, like *The Dial*, also published critical essays and reviews by men of whom a startling number were themselves imaginative writers of the first rank. For a time in those early years criticism was a vital medium of communication between practicing artists, as well as a way of testing out in theory the esthetic principles they subsequently applied in their own creative work. But the first symptom of a movement's decline is the separation of criticism from creativity, and this separation becomes steadily more apparent as one follows the development of the little magazine.

At some point in the late Twenties or early Thirties the remaining energies of modernism began to divide, and what had previously been a major force of creative innovation became a major force of critical evaluation. *The Little Review* and other magazines devoted to sponsoring the new revolution in the arts were superseded in influence by critical journals like *The Hound and Horn* and *The Symposium* and, later on, *The Southern*, *Kenyon*, and *Sewanee Reviews*, which sponsored what came to be recognized as a new revolution in criticism. By the end of the Fifties, principally as a result of the authoritative work published in these journals, the New Criticism had become solidly established as the official custodian of modernism; the masterpieces of the movement had been thoroughly analyzed and the critical concepts derived from them incorporated into a technology of literary studies headquartered in major universities throughout the country.

The next step was inevitable and predictable. If modernism under the control of criticism could be institutionalized in the classroom, if the methods of genius could be studied as an academic subject-matter, it seemed only logical

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



You're looking at India, as viewed from a Gemini spacecraft.

You're also looking at one of the world's largest classrooms, as "viewed" by a broadcast relay satellite.

In an experiment now being planned, a NASA satellite will relay educational broadcasts directly to TV sets in thousands of remote villages throughout India. Programming will highlight subjects such as family planning and improved agricultural techniques.

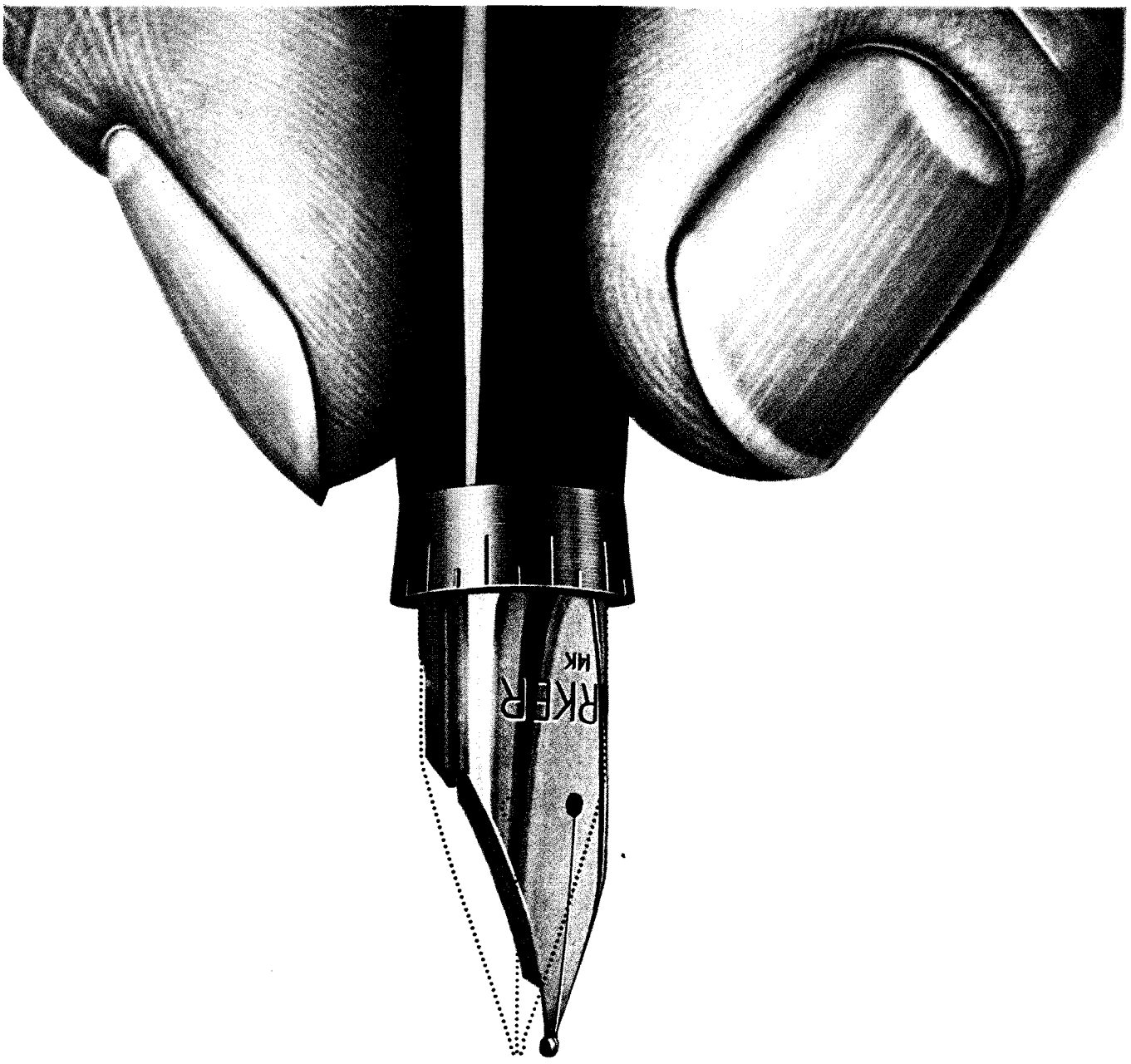
It's a concrete example of how our space technologies can help bring mass communications and practical education to the underdeveloped countries of the world.

Think about the possibilities.

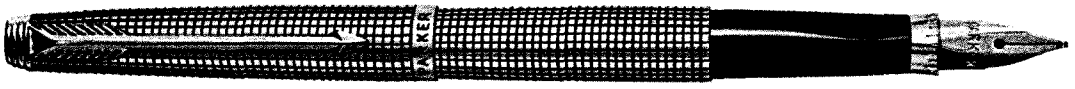
The Boeing Company

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

© 1971 THE PARKER PEN COMPANY, JANESVILLE, WISCONSIN, U.S.A



The Parker 75.
How a simple idea–a point that can be turned–makes it the most fitting gift you can give.



Ideally, a pen should adapt itself to its owner's writing style. Not the other way around.

Yet since the art of writing began, the hand has been forced to hold the pen in an arbitrary way—the way the pen happened to write best.

We've changed all that. Instead of a fixed point, we gave the Parker 75 a point that can be rotated 360°, until it contacts the paper precisely at whatever angle you most naturally hold the pen.

Since the point can be turned, the grip area can be shaped to fit the fingers. So we sculpted the barrel to a trefoil shape, so your fingers will fit comfortably and snugly against it. The pen automatically will be in the ideal writing position every time you pick it up.

These improvements also induced us to balance the 75 with great precision. The case is solid sterling silver, weighted to within a hundredth of an ounce. The pen itself provides the ideal writing pressure, and requires no conscious effort on your part whatever.

Which is why the Parker 75 makes a truly fitting gift. It will fit perfectly the hand, the writing style, the personality of the person who receives it. It's hard to think of a more individual gift to give for just $25.

PARKER
Maker of the world's most wanted pens

The sterling silver Parker 75 Pen is $25. Matching pencil or ball pen, $15. A memorable gift for personal or business friends.
Other fine Parker pens to own or give, from the $1.98 Jotter Ball Pen to the $150 Parker 75 Presidential Pen.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

that creative writing itself could be similarly institutionalized and studied, and young writers, fully instructed in the methods of Joyce, Eliot, Lawrence, and Hemingway, could in effect be manufactured. Professional writers were accordingly invited to the campuses to teach criticism to potential critics and conduct workshops for potential novelists and poets. In the next years we produced—and we continue today to produce—a large population of university-educated young people who, if they have not actually become writers, have at least been exposed to the basic literature of modernism and have acquired some degree of sophistication about the creative process in general. Of those who think of themselves as writers, it is to be expected that only a few do so because they are driven by strong creative ambitions or talent. The majority have simply been infected with a specious literariness through the study of writing, and of course they are bedazzled by the aura of holiness that has been generated around the image of the writer as a result of the canonization of the modern masters. People of this sort constitute what amounts to a new fabricated literary mass culture, and their works fill the pages of the countless little magazines being published at the present time.

One's necessarily generalized impression in reading some of these magazines or selections from them in the anthologies is that almost nobody writes badly or brilliantly, and just about everybody writes passably well. As has happened in other areas of our society, the extremes appear to have been canceled, and the gray middle has expanded enormously. There are, of course, exceptions. Now and then a writer will stand out above the others, and a particular story or poem will seem remarkable because it gives every appearance of having been produced by a living human brain rather than a computer. But there is such a very great deal of competent mediocrity, so much boredom, so little genuine excitement.

The editors of one of the recent anthologies have complained that a short story writer today has the greatest difficulty establishing a reputation; first, because over the past several years the widely circulated commercial outlets for fiction have sharply decreased in number and, second, because a writer may now publish in so many little magazines read by so many different little audiences that his name can never become widely known. It is perfectly true that the early modernists did have the important advantage of beginning their careers during a period when the relatively few magazines afforded them more concentrated exposure, and thus their reputations were formed and kept alive by a small, vociferous avant-garde until such time as they could be absorbed into the commercial market. But a more accurate, though less flattering explanation for the failure of many writers to become widely known today is simply that so few deserve to be. Their work is too often without individual character and, therefore, contains nothing that would distinguish it from the work of a hundred others.

One knew when one was reading a Joyce or Lawrence or Hemingway story because it bore on every page the signature of a unique sensibility re-

Your Literary I.Q.

Conducted by David M. Glixon

MEDICAL MEN

Catherine N. Lay of Newport, Rhode Island, wants you to identify these doctors by the activities and descriptions given below. For a diagnosis, see page 75.

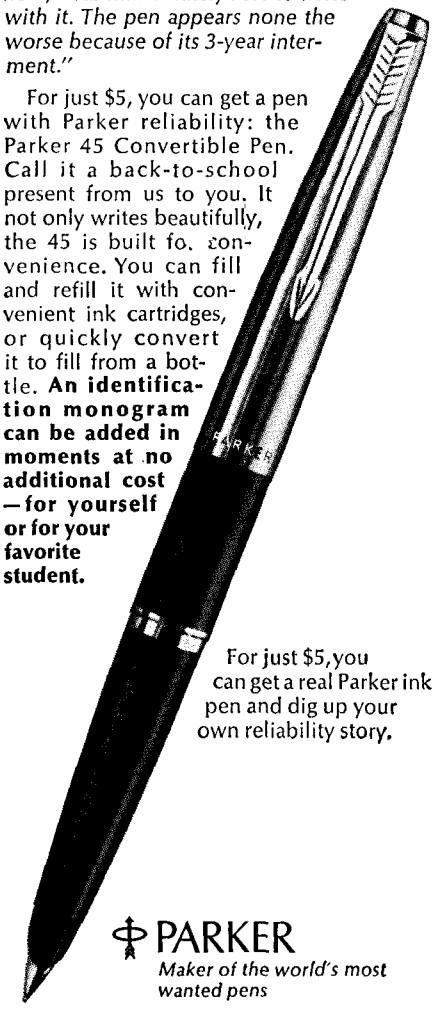
1. Dr. Arrowsmith ( )
2. Dr. Behrens ( )
3. Dr. Dolittle ( )
4. Dr. Heidegger ( )
5. Dr. Jekyll ( )
6. Dr. Kemp ( )
7. Dr. Livesey ( )
8. Roderick Random ( )
9. Dr. Rieux ( )
10. Dr. Thorne ( )

a. Barely escaped being murdered by a former university acquaintance.
b. Courageously remained in plague-stricken Oran.
c. Suffered from a sinister personality disorder.
d. Adopted his brother's illegitimate daughter and saw her married advantageously.
e. Practiced surgery on a man-of-war and later on a merchant ship.
f. Supervised a Swiss TB sanatorium.
g. Preferred to serve mankind through medical research.
h. Invited four aged friends to quaff water from the Fountain of Youth.
i. Was highly respected by the inhabitants of Puddleby-on-the-Marsh.
j. Sailed with Jim Hawkins to acquire a fortune.

Gardener digs up proof of Parker reliability

Thomas A. Lee, Jr. writes from San Francisco:
"While digging in my garden this past weekend, I uncovered a Parker ink pen which I had lost somewhere in excess of three years ago. After scraping the dirt from the pen and shaking it once so the ink again began to flow, I was immediately able to write with it. The pen appears none the worse because of its 3-year interment."

For just $5, you can get a pen with Parker reliability: the Parker 45 Convertible Pen. Call it a back-to-school present from us to you. It not only writes beautifully, the 45 is built for convenience. You can fill and refill it with convenient ink cartridges, or quickly convert it to fill from a bottle. **An identification monogram can be added in moments at no additional cost—for yourself or for your favorite student.**



For just $5, you can get a real Parker ink pen and dig up your own reliability story.

PARKER
Maker of the world's most wanted pens

©1971 THE PARKER PEN COMPANY, JANESVILLE, WISCONSIN, U.S.A.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

sponding to experience in an absolutely individual way. One also felt that this quality of freshness resulted at least in part from the fact that these writers were engaging the realities of the modern age at a time when those realities were still new both to them and to their audience. Today, in addition to the homogenization of literary talent, we are up against the difficulty that the distance between the knowledge of the writer and the knowledge of the educated reading public has drastically narrowed just because we are all familiar with the central experiences of our time and the standard literary methods for depicting them. Hence, our reaction to a story or poem is more likely to involve recognition of the familiar rather than the excitement of revelation and first discovery. Unless through sheer intelligence and imaginative power a writer can manage to cut through the thick layers of cliché in which so many of our experiences are embedded, our response to him must be one of boredom and *déjà vu*, for like Eliot's Prufrock we have known them already, known them all.

It is also difficult to imagine how a literature of much vitality can be produced by writers of whom so many seem to have been completely absorbed into middle-class life and are, therefore, obliged to draw their materials from the limited dramatic resources of that life. Yet this is one of the important consequences of the homogenizing process. It has been accompanied by the democratization of the writer, his demotion from the status of radical iconoclast to that of solid citizen. This

(Continued on page 81)

WIT TWISTER #235

Edited by ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

The Philistines, like _ _ _ _ _, disperse in fright.
Alone, Delilah _ _ _ _ _ the frantic rout.
She scorns to _ _ _ _ _ their awe of Samson's might,
Of which she'll _ _ _ _ _ him ere this night wears out.

—A. S.

(Answer on page 79)

Book Forum

Letters from Readers

Fiery Sense Organs

COULD BENJAMIN DEMOTT HAVE MISSED a clue in his interpretation of Wright Morris's *Fire Sermon* [*SR*, Aug. 21]? That clue comes in the title. In the Fire Sermon, the Buddha stated that all things are on fire; they are on fire because the sense organs are on fire, and all things that are apprehended by the sense organs partake of the same fire.

"And with what are these on fire?

"With the fire of passion, say I, with the fire of hatred, with the fire of delusion, with birth, old age, death, sorrow, lamentation, misery, grief and despair are they on fire."

This would seem to be the situation of the boy Kermit Oelsligle, of the aged uncle Floyd Warner, and the hitchhiking hippies. All are on fire with desire, with anger, with egotism. Indeed, the review seems to show that the people involved are all bound up in sensory experiences of nearly every kind, and are unable to understand the universe as it is because they are all tied up in interpreting the universe as it applies itself to their sense organs and themselves.

BRUCE C. TYLER,
Indianapolis, Ind.

THE QUOTES FROM *Fire Sermon* are crude and offensive even in these days of unrestricted pornography. The author's similes are preposterous. Only a mind suffering the hallucinations of pot or heroin could dream up such farfetched and grotesque metaphors—naked boys and girls making "sounds like deer scrambling through underbrush or a pack of hounds."

Why should *Saturday Review* devote its pages to such indecorous attempts at literature?

W. A. DUTTON,
Sioux City, Iowa

Lincoln Scholarship

RICHARD HANSER CLAIMS TO know the "fact" about the writing of the Gettysburg Address [BOOK FORUM, Aug. 14]. But, having exploded erroneous "facts" propounded by Mr. Lincoln's contemporaries and perpetuated by lazy historians, past and present, diligent scholars now believe the address was partially written in Washington and completed in Gettysburg. Conflicting evidence precludes the possibility of stating as fact when the writing was begun or finished.

Mr. Lincoln's fellow-travelers on the train will forever be at odds as to whether he did or did not write any part of the speech en route. According to some, the jolting of the train made writing impossible—others saw him with pen in hand.

The mysteries surrounding the address may never be solved. For those who wish to explore them, a must reading is the delightfully written analytical essay "Unknown at This Address," by David C. Mearns, Lincoln scholar and chief of the manuscript division, Library of Congress.

MARJORIE B. TRENOR,
Highland Park, Ill.

Story of Failure

I DO NOT REGARD William Dean Howells as one of the "glories" of American literature, as Leon Edel suggests in his review of my biography of the novelist [*SR*, Aug. 21]. Rather I believe—as did Professor Edel's idol, Henry James—that Howells's books collectively constitute a "great array," but that individually they are all disappointing, one way or another. As other reviewers have readily understood, I see Howells's life the same way Howells himself did: as a story of failure. Only in his book reviews did his literary performance measure up to the high standards he set for himself. Although Professor Edel derides them as "easy," Howells's reviews are marked by a degree of intelligence and depth of humanity that are rarely equaled in magazine reviewing today.

KENNETH S. LYNN,
Washington, D.C.

Staggering "Ibsen"

I WANT TO ASSOCIATE myself with Miss Eva Le Gallienne's expert review of Michael Meyer's biography of Ibsen [*SR*, Aug. 14] in her protest against the format of the book; and in general I object to the American idea that books should be made impressive by being as large and unmanageable as possible. In spite of the interest of the book itself, the Doubleday *Ibsen* is a monstrosity. It is not meant to be read. I have lame wrists and have been unable to hold it.

EDMUND WILSON,
Wellfleet, Mass.

Necho II Expedition

REFFERRING TO CHARLOTTE JONES'S letter [BOOK FORUM, Aug. 28] and Robert Milch's review of Sheldon Jacobson's book [*SR*, July 24], may I suggest that interested readers consult *Beyond the Pillars of Hercules*, by Rhys Carpenter (Delacorte)? The Necho II expedition is described on pp. 70-78.

MIRIAM ALLEN DE FORD,
San Francisco, Calif.

Carping at Capra

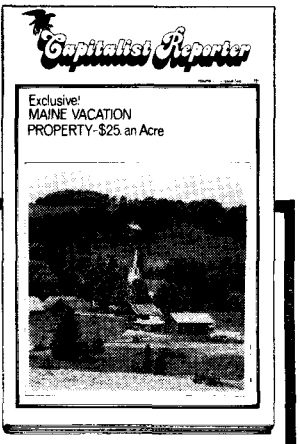
I RESENT THE SCURRILOUS REVIEW of Frank Capra's very entertaining, even fascinating, autobiography [*SR*, July 3].

Burton Bendow belittles the story of the immigrant who comes to our country to work. Does he prefer the one who joins the Mafia or the one who expects to live on the dole from the USA?

ADELAIDE P. AMEN,
Carmel, Calif

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

MONEY!



Opportunity is all around you...

The Capitalist Reporter is a unique monthly magazine of money-making information. Ingenious, inside ways to snowball your capital—sometimes double, even triple it within a single year—and have fun, too. After all, financial opportunity is all around you, often in the unlikeliest of places. You've just got to know where to look—be quick to act. Which is how this lavishly illustrated magazine can help. Right now, over 30 of our writers and researchers are at work on four continents. **Irresistible** ways to make money are being uncovered. Things you can do right from your own home, or on a vacation that can pay for itself several times over. Here is information that turns financial opportunity into green reality! Isn't it time for *you* to profit from **The Capitalist Reporter?**

Land Grab

Canadian farm land near U.S. border $15/acre...rural U.S. property $25/acre...$10/acre on Portugese Riviera...Australian ranch land $5/acre...Caribbean property $100/acre. Why so cheap? We know *where* to look, *how* to buy. (Avoid land developers. Buy direct from a government...pick up tax-sale bargains, abandoned farms, timber land. Buy overseas: Land is still dirt-cheap, but is rising as *air fares drop* and more people travel farther afield.) **The Capitalist Reporter** spotlights choice areas...tells you who to see...how much to pay...what to look for & avoid...etc. Handle the preliminaries from home. **C/R EXCLUSIVE:** British Colonial Office will soon unload choice acreage on exquisite, little-known Caribbean island. Your price? Peanuts!

Travel

Where to buy luxury cars in Europe (Mercedes, Jaguars, etc.) at discount prices... how to curse thieving, insolent natives in their own language...where to pack your kids off to a ranch for summer work...which airport duty-free shops offer authentic bargains (e.g. Amsterdam) and which are best avoided (e.g. Shannon)...wallow in luxury behind the Iron Curtain (like a Capitalist pig?) for under $10 a day...buy your own crumbling though habitable castle in Spain for about $5000...deal in black market currency...finance a trip to Hungary on Wilkinson razor blades...etc. Every month, in **The Capitalist Reporter.**

Wall St.

What can we tell you about the market that's fresh, original & *useful*? A great deal. • Summary of major market letter recommendations (save yourself hundreds of dollars in annual subscriptions). • Monthly column by a market insider, with an uncanny knack for being right. (He foresaw the recent upturn.) Find out what's going to happen later this year. • Features you'll see nowhere else: How Wall Street's Three Most Powerful Writers Make & Cost *You* Money; How to Read Company Reports (and Other Hallucinations); Rating the Investment Advisory Services—Which Are Best?; An Insider's Guide to the Tokyo Market; etc.

Wealth

Take almost any rational, level-headed man—give him a whiff of real wealth —then watch him take off like a mad fool. The stories of how people make and lose money are, to a great extent, the chronicle of our times. Often, enormous greed and pretension. Sometimes rare courage and idealism. **The Capitalist Reporter** covers: The Rise and Decline of Grove Press; Cashing in on Christ; The Etiquette of Bribery; Making Money Off Mao?; Jerome Hoffman's $100 million—Easy Come, Easy Go; Going into Partnership with Mafia, Inc.; Insurgency Tactics for an Annual Meeting; etc.

Treasure

Invest *intelligently* in art, antiques, precious stones, etc. They keep rising in value through good times & bad, inflation & recession—sometimes by nearly 100% a year. You learn of prime areas of investment: e.g. galloping value of antique watches...undervalued historical autographs (George Washington handwriting about $200) ...coming boom in European arms & armor (an antique dagger about $12)...Victorian erotica for Dirty Old Investors...precious stones at free market prices...antique chamber pots (take a *close* look at your old soup tureen)...etc.

Opportunity

Why do most businesses fold within a year or two? Mostly, a lack of know-how—tricks-of-the-trade you only gain from experience If you dream of starting your own thing, **The Capitalist Reporter** can help: (1) We look for the ideas whose times have come. New concepts at the start of their climb. Business opportunities you can enter on the ground floor—often with under $2000 capital. (Usually, *starting in your spare time—without* giving up the security of your present job.) (2) We back up our information with actual case histories. From these people—who are actually making it—you learn the techniques & shortcuts that make the difference between success & failure. Profit from their experience!

Far Out

Something in every issue to make you a living legend within your own family. e.g. Suppose you *crave a race horse.* (Fool!) *How* do you buy...find the best prices? Picking a trainer? (How can *he* give *you* a memorable shafting?) Cost of maintaining your beast? Entering him in races? Stud fees? Sex handicaps? Race track *shady practices? Suppose your hayburner* develops arthritis. Then what??!! Also—Investing in Broadway shows; Hunting for Blackbeard's treasure; Buying your own authentic ghost town.

Insider

Imagine you own stock in a company. And you learn that several of the officers & principals are selling off a substantial portion of their shares. Wouldn't you ask, "WHY?" Perhaps you, too, should jump clear—they might know something you don't. (It would be equally significant, naturally, if they are buying *into* the company.) **The Capitalist Reporter** brings you late news of key insider trading. Draw your own conclusions. Just remember: Watch what they do —not what they say.

Japan

New products, processes, rock-solid currency, galloping GNP—how can *you* profit from Japan's booming prosperity? Each month, **The Capitalist Reporter** examines our busy little friends across the ocean—*with information that makes you money:* Stock market news (how about playing the incredible Tokyo market?)...new product information (long before they appear in the U.S.)...and other invaluable Nipponalia. Most Americans are appallingly ignorant about Japanese business—and you can't make money from something you know little about. This information is worth money in the bank.

Nostalgia

American treasures are all around you—attic, church bazaar, house-wrecking yards, thrift shops, etc. Old bottles, obsolete fishing lures, pre-war comics, vintage railroad timetables, auto repair manuals, posters (war, movies, advertising), telephone insulators, stuffed birds, old children's books, etc. Their value? $5, $10, even $100 and more. Americana/memorabilia soars in value as much as 200% a year. We give authoritative, up-to-date information on hundreds upon *hundreds* of specifics to be found in every town in America: Where to look...what to pay...hot new items...how to *anticipate* future trends... names & addresses of people who buy *everything,* from old mousetraps to dirigibles to used electric chairs. We'll even show you how to conduct garage sales—make $200 to $300 a week in your spare time.

Bargains

How to obtain free traveller's checks ($100 buys $100)...factory-fresh clothing & merchandise for a small fraction of list price... pick up name-brand furniture & appliances *wholesale...free* government services...and government surplus for a few pennies on the dollar (a jeep? your own Sherman tank?)... insurance for ⅓ of what you are now probably paying...launch suits and register companies all by yourself (save vast legal fees)... ...etc. Original material!

EXTRA *Regular features on coin, stamp* & rare book investing (*not* collecting—but buying and selling for profit). "The Corporate Guerrilla"—how to thrive *within* the corporate bureaucracy. A special page for students —ingenious, lucrative ideas for summer & part-time employment.
Plus—some surprises.

"I've been rich and I've been poor—and believe me, rich is best." Sophie Tucker

FREE *Information—at your finger tips—is the tool that makes you money. Trouble is, information like this is scattered, often hard to obtain.* ***CAPITALIST YEAR BOOK '72,*** *the most complete consumer/investor reference volume ever published, solves this problem. For the first time—tens of thousands of invaluable facts & figures, names & addresses, and other essential information in one huge volume. e.g. Comprehensive listing of buyers, dealers and collectors throughout the world . . . directory of trade associations (great source of free help & money-making information) . . . stock market data . . . foreign trade contacts . . . free services from Uncle Sam . . . wholesale ("blue book") new & used car prices . . . tax-free foundations (and their donations for the previous year) . . . and so on. This giant hard cover volume—$6.00 in book stores—goes* ***free*** *to annual subscribers of* ***The Capitalist Reporter*** *each spring.*

SEND NO MONEY

90100009

THE Capitalist Reporter INC.

Subscription Dept. 150 Fifth Avenue, New York, N.Y. 10011

I would like to see a current copy of *The Capitalist Reporter,* without risk or obligation. If your magazine is as great as you say it is, I will pay you for the period of time indicated, after receiving your bill. On the other hand, if I'm not totally delighted, I don't pay a penny.

☐ 1 Year Subscription—$9.00 (12 issues)

☐ 3 years for the price of two —$18.00 (36 issues)

MY NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

☐ *I prefer to pay now and enclose a check/money order for the amount shown above. (Thank you! We'll add two free issues to your subscription for saving us billing expenses. Full money-back guarantee, naturally.)*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

REMAKING CHINA POLICY: U.S.-China Relations and Governmental Decisionmaking, by Richard Moorsteen and Morton Abramowitz *(Harvard, 136 pp., $5.95)*; **A NEW U.S. POLICY TOWARD CHINA, by A. Doak Barnett** *(Brookings Institution, 132 pp., $5.95; paperback, $2.50)*; **U.S. CHINA POLICY AND THE PROBLEM OF TAIWAN, by William M. Bueler** *(Colorado Associated University Press, 143 pp., $5.95)*; **CHINA AND RUSSIA: The Great Game, by O. Edmund Clubb** *(Columbia, 578 pp., $12.95)*

Reviewed by Richard Halloran

■ China has jumped into the headlines with the visit of the American table-tennis players to the mainland, President Nixon's stunning announcement that he plans to go to Peking sometime before next May, and the disclosure that the United States would favor seating a Communist Chinese delegation in the United Nations this fall so long as the Nationalist Chinese delegate is not expelled.

Those developments have so changed the direction of American policy toward Peking that part of each of these four books has been overtaken by events. In particular, the President's bold initiative in accepting Premier Chou En-lai's invitation to meet in Peking has generated an entirely new atmosphere around the complicated and bitter relations between America and China. One can imagine that the authors winced a bit as events unfolded with unexpected speed and drama in recent weeks.

On balance, however, the three studies on China policy are still timely and valuable in helping to put the issue into perspective. They will continue to be so as the euphoria of the last couple of months wears off and the old, deep-seated problems between America and China reappear. O. Edmund Clubb's history of the friction between China and Russia will remain a solid reference, although some of the author's predictions are debatable.

Remaking China Policy is cast as a major policy paper similar to those that frequently go from the bureaucracy to the National Security Council and the President. It is especially enlightening, coming in the wake of the Pentagon Papers that revealed so much of the decision-making process in Washington. The book's merit lies both in its ideas and its insights into the often hidden political and bureaucratic ways of the Capital.

Richard Moorsteen, a consultant to the Rand Corporation "think tank," and Morton Abramowitz, a foreign service officer on leave at the Institute of Strategic Studies in London, set out several pertinent cautions. "Atmospherics," they say, "like communications alone, lack the self-sustaining momentum of serious dealings about the more fundamental issues." Moorsteen and Abramowitz argue cogently for taking realistic initiatives on genuine issues, particularly on the fate of Taiwan, stronghold of President Chiang Kai-shek's Nationalist regime. They advocate "nominal recognition of the territorial integrity of China, including Taiwan, but no de facto reversion at present." The first part of the formula is an effort to satisfy the demands of Peking for reunification, the second to honor the American commitment to Taipei.

The two authors also put American interests in Asia into focus. "Our principle concern in Asia," they write, "is to maintain our present friendly relationship with Japan as long as possible." That objective has been blurred by the Nixon administration, first by the lack of consultation with Tokyo on the major revisions in China policy, and then by the sudden blow of the President's new economic policy. While one can applaud the moves toward better relations with China, one wonders where the administration's sense of priorities has gone when it ignores Japan, the foremost American ally and the most powerful nation in Asia.

In his new book A. Doak Barnett, a senior fellow at the Brookings Institution in Washington and a scholar who has had a marked impact on American thinking about China, reviews the legacy of the past, analyzes recent trends, and points out that a quadrilateral balance of power between the United States, the Soviet Union, Communist China, and Japan has evolved. Barnett says, hopefully, that "the balance may prove to be, in a basic sense, fairly stable. Despite new opportunities for flexibility and maneuver, there will probably be severe limits on the extent to which any of the four powers will be able to manipulate the balance to its own advantage," and he sees each of the four wary about collusion among the others.

The most timely chapter in Barnett's book is on the issue of Chinese representation in the United Nations, a question that will most likely be fought out this fall. He advocates that the United States seek "dual representation" for both Chinese regimes in the United Nations—which in fact has

—Ersy Landau, Rapho Guillumette

—Audrey Topping, Rapho Guillumette

Chiang Kai-shek (center) with Mme Chiang, to the left, and Chou En-lai (right)—"not all of the cards are in Peking's hands."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

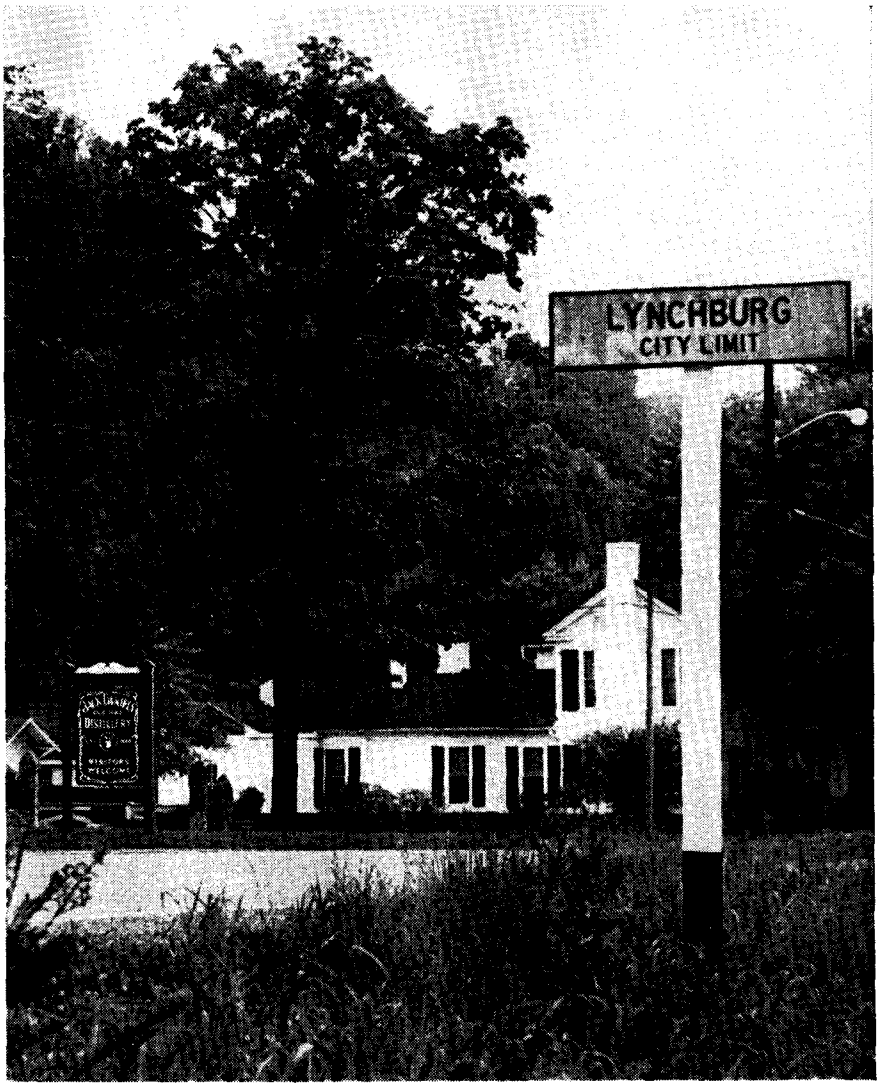
become the Nixon administration's policy. He further proposes that the United States "publicly and explicitly dissociate ourselves from the Nationalist regime's claim to be the government of all China," which the Nixon administration has done implicitly through the acceptance of Chou En-lai's invitation to the President.

Barnett argues strongly for retaining the Nationalist Chinese in the United Nations, in marked contrast to some other China specialists who are ready to let the Nationalists go down the drain. He says that the Nationalist regime has been "represented in the U.N. since the organization was founded; its expulsion would be a precedent-shattering event, for to date no U.N. member has been ousted for any reason whatsoever."

"If," he asserts, "Washington were to decide in 1971 simply to cancel its commitment to defend Taiwan, much of the world would quite justifiably consider this to be an irresponsible abandonment of acquired obligations, and the international repercussions would be tremendous." Barnett further maintains that "this would be the kind of action that might well cause the Japanese to doubt the reliability of the U.S. commitment to Japan, impel them to review their entire relationship with the United States, and tempt them to adopt a go-it-alone policy or major rearmament, which would change the entire Asian situation, clearly for the worse."

Neither Moorsteen and Abramowitz nor Barnett fully explore the pressures, internal and external, on the Peking leaders that might cause them to find some accommodation with the United States and the United Nations. Surely in the current diplomatic maneuvers not all of the cards are in Peking's hand. Pressures on the Chinese from the Soviet Union, the economic allure of a better relationship with Japan, the uneasiness the Chinese seem to feel over Japan's emerging power, the desire of Peking to be included in any settlement in Indochina, and the historical national pride of the Chinese who seek a place in the forums of the world would seem to be bargaining factors the United States might consider as it enters a period of intense negotiation with the Chinese.

In *U.S. China Policy and the Problem of Taiwan* William M. Bueler traces the development of China policy from the Truman administration to the Nixon. He finds that "the Eisenhower administration's policy toward China and Taiwan was of overriding importance in setting the course that has been followed in the 1970s." But it should be noted that the containment policy of Secretary of State John Foster Dulles, which had the wholehearted



IN LYNCHBURG, the new population has not been put on our sign because we don't agree with the government.

The federal census puts our population at 361. But our water commissioner has proof of over 400. And he's already sent his figures to Washington demanding a recount. Of course, here at the Distillery we don't really care if it comes out big or small. We've found out you don't need a lot of people to make a good sippin' whiskey. Just a taste, we believe, and you'll find that out, too.

CHARCOAL MELLOWED
DROP
BY DROP

TENNESSEE WHISKEY • 90 PROOF BY CHOICE © 1971, Jack Daniel Distillery, Lem Motlow, Prop., Inc.
DISTILLED AND BOTTLED BY JACK DANIEL DISTILLERY • LYNCHBURG (POP. 361), TENN.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

support of then Vice President Nixon, has been turned well about by President Nixon.

Bueler's book is basically an argument for an independent Taiwan governed by the Taiwanese. He does not hold out much hope for American support for that position, despite the emphasis succeeding administrations have laid on self-determination as an objective for American foreign policy. Bueler says:

> The question of what the United States should do with, for, or to the Taiwanese population appears to hold very low priority when compared to questions of U.S. relations with Communist China, U.S. relations with the Chinese Nationalists [the "Mainlanders," whose government in Taiwan, Bueler asserts, does not represent the 85 per cent native Taiwanese population], and over-all U.S. aims in Asia. It also seems that in contrast with the major commitments made to the governments of South Korea, Thailand, South Vietnam, or Nationalist China, the United States is far from eager to undertake any new commitment to protect a hypothetical, future Taiwanese-controlled Taiwan.

Bueler, who spent five years in Taiwan, is not so sure that Peking's demand for the return of Taiwan to mainland control will persist. He suggests that an independent, disarmed, neutral Taiwan that poses no threat and makes no claim to sovereignty in China might just be acceptable to Peking over the long run. He holds that the Chinese leaders "cannot be unaware of the fact that Taiwan has been effectively cut off culturally, economically, and politically from mainland China ever since the Japanese occupation began in 1895."

O. Edmund Clubb's *China and Russia* traces the conflicts between the two giants since the Mongol days of the thirteenth century. His book, a good reference work, gives evidence of painstaking research but the general reader, confronted with Clubb's relentless recitation of names, places, and details, may be put off a bit.

In the epilogue Clubb, who teaches at Columbia, makes a number of forecasts that are open to question, among them a "measured reconciliation" between China and Russia despite their ancient and modern antagonisms. He also maintains that the American strategy of mounting a "cordon of containment" against the two nations will help to shove them together. Moreover, Clubb declares, "Given its present strategic aims, the United States is predestined to fight counterrevolutionary wars on China's periphery—if not against China itself."

That assessment would seem to overlook the major revision in American strategy embodied in the Nixon Doctrine and the desire of a majority of Americans to relinquish the role of world policeman. Under the Nixon Doctrine, the administration has begun to withdraw American forces from South Korea and, in addition to reducing the American presence in Japan, has returned Okinawa to Japanese control. The Seventh Fleet is being pulled out of the Strait of Taiwan, and forces in Taiwan are being cut as massive withdrawals from Vietnam continue. Our military presence in the Philippines has been lessened slightly, as has that in Thailand. Add to these developments "Ping-Pong diplomacy," and it seems reasonable to conclude that the containment policy of John Foster Dulles is dead even if it has not been replaced by a policy of total disengagement.

Richard Halloran, a Washington correspondent for The New York Times, reported from Asia for five years. He is the author of "Japan: Images and Realities," published in 1969.

"Before we demand that Congress protect our industry against cheap foreign imports manufactured at slave-labor wages, I'd like to remind you, sir, that we own sixty seven per cent of those foreign factories!"

A CONDOR PASSES

by Shirley Ann Grau

Knopf, 421 pp., $7.95

Reviewed by Muriel Haynes

■ We call those who have amassed "filthy lucre," "filthy rich." Our attitude toward money is always slightly tinged with contempt, as a hundred sayings show. Perhaps the malodorous origin of primitive magic dirt still lingers in the nostrils.

A Condor Passes reeks of money's stink, a smell of death that taints both seekers and takers. Wealth has flowed over the members of the Oliver household like a stream of lava, and they lie buried, ossified, beneath its hard accretions. When the book opens, Thomas Oliver is ninety-five and almost wholly returned to the inert, nonhuman base matter whose accumulation has dominated him from boyhood. He is shuffled through a pantomime of existence by the props of his fortune, which include his daughters and son-in-law. No less than his houses, his private plane, his self-effacing black attendant, they are extensions of his riches, parts of his estate, those "things" that are a monument to his immortality.

Shirley Ann Grau's treatment of the psychoanalytic theory that ties obsession with money to the flight from death—a sublimation of repressed body consciousness—goes further than simply to repeat the conventional, reductive view of the moneygrubber as Puritan or ascetic. The most interesting aspect of her book is its implicit argument for Dionysian man. She has centered her narrative on the deformations of sexuality, reflecting the split between body and mind, that are a particular disease of our acquisitive, repressive culture. From an inability to accept death—that is, to live freely in the body—there follows the paradoxical consequence of death in life. The money drive, Grau seems to be saying, is a morbid surrender of the body's creativity to the waste it must become, and we literally cannot "come to our senses" until we acknowledge its neurotic impulse.

When Thomas Oliver left home at thirteen, "He wasn't a young man looking for adventure; he was a businessman looking for opportunities." In obedience to his firmly willed identification with the large American vulture of the book's title, we must believe he was even then over six feet tall, broad and muscular, and that he sustained himself with considerable profit on carrion enterprise: thievery, pimping, trading in smuggled goods aboard cargo ships. The picturesque condor metaphor provokes all manner of

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

highly colored episodes that Grau details as she works backward and forward in time toward her moral judgment. It also romanticizes and hampers the more serious implications of her book by standing in their way like a literary roadblock. At thirty, Oliver was already bald (the condor again!) and known as the Old Man when he settled down in New Orleans to the business of substantial capital accumulation. He propelled himself from brothel owner to war profiteer to bootlegger. Then the Depression offered him the means to acquire the solid base of his eventual empire, with the purchase of failing companies, oil leases, cheap land.

Eros, we know, is hostile to the passion for power. Oliver's relations with women were a concession to lust, for he early ruled out commitment to feeling. Cautious, isolated, self-protective, his libidinous urges were fixated on genital sex and afflicted with guilt. "He had to humor his body occasionally so that the rest of the time it obeyed his will." Marriage was merely another transaction in his long-term plan, though it proved to be his first bad investment. The seventeen-year-old Catholic virgin he seized on gave him two daughters instead of the son he wanted, and died, still young, after five pregnancies in the effort to rectify his miscalculation. Eventually the time came when he acknowledged with relief the end of sexual desire.

When the money complex takes dominion, money is the man—so the ancient judgment runs. Grau records the crippling stages of life-denial exhaustively, indeed repetitiously, even unto the second and third generations. The Old Man's daughters, Anna and Margaret, catch the money infection and "die" from it, and so does Robert, the Cajun boy Oliver adopted as a substitute male heir and manipulated into marriage with Anna. Anna's silly romantic dreams, her stubborn charmed view of herself, turn, with disillusion, to the mortifications of religious cultism. By temperament, Margaret is her father's son, shrewd and predatory, but because she is a female the Old Man refuses her a role in the business. Her self-hate takes outlet in voluptuous spending, and promiscuity. Robert, alone, wears a touch of pathos, for he is simple and has no larger than split-level ambitions until luxury overwhelms him.

Shirley Ann Grau willingly embraces the risk of tedium that lurks today in the nineteenth-century novel form, and doesn't escape it. In technique, *A Condor Passes* duplicates her previous novel *The Keepers of the House*, and with less control: the same agglomeration of theatrical anecdote and sociological observation, the dependence on "life history" to keep the wheels going round; there are even small stylistic echoes of the earlier work. The underlying concerns of the present novel have more amplitude, as I have indicated. Still, they don't save it from running downhill or sounding too frequently like an overwrought journalistic report on characters that are little more than a typology: The Old Man, the Passive Woman, the Aggressive Female, the Male Weakling. These people are not tragic because they remain unaware of their condition. In one passage Miss Grau describes the Old Man's vision of a furry animal inside his mind which he caressed and quieted: "... when the body fell apart at last ... then the animal inside him would find endless doors opening on echoing corridors ... it would be gone running around the world ... hiding and running, free, sunlight and dark." Could the Oliver we are permitted to know dream like this? It is the author speaking in his name, the old "literary" voice interposing itself, summarizing "experience" whose texture has not been reproduced.

Muriel Haynes is a free-lance critic.

When the Queen of England wanted bone china for her wedding table, she chose Aynsley.
The Queen had her choice. And she chose Aynsley. It's that good. Take Henley, it pictures the perennial bloom of an English garden of flowers. $28.95, five-piece place setting.
And when the president's daughter wanted crystal, she chose Waterford.
The Alana goblet, made by hand with heart, is a signed original, as is each piece of Waterford Crystal. $12.
For free brochures on how to wine and dine happily ever after, write to Aynsley & Waterford, 225 Fifth Ave., N.Y. 10010.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE MAGICIAN

by Sol Stein

Delacorte, 258 pp., $6.95

Reviewed by Peter Gardner

■ America may or may not be "a country on the decline after only two centuries" but this dramatized presentation of the corruption, apathy, and assorted prejudices supposedly characteristic of those primary social prisms—education, and the legal process—proves, in trying to make the charge stick, too ambitious for its own good. This is a pity because Sol Stein's novel contains the makings of an exciting yarn.

Edward Japhet, of Ossining, New York, is a sixteen-year-old high school boy with a wonderful gift for stage magic. But his dazzling display of tricks put on for fellow students arouses the pathological resentment of a classmate, Urek, a juvenile Mafioso of the locker rooms whose gang effectively runs the school. When Urek attacks Ed with a chain in front of Ed's father and girl friend, one would suppose that no court of law could exonerate him. Here is where Stein's overprogramed thesis seeks its crucial effect: given a brilliant counsel for the defense, a judge and prosecuting attorney of merely average abilities, and a jury that reflects contemporary biases, felony in today's America can be made to take on the color of a prank —guilt can be transformed into legal innocence. For, as Ed discovers, the process of the law has become as tricky as magic—a willingness to be deluded being the common denominator of both.

Unfortunately, Stein's style lacks the special edge necessary for his slashing social indictment. It isn't that Thomassy, the defense counsel, is brilliant but rather that the prosecutor is inept (not quite credibly so), and though a typical jury might scant evidence in order to believe what it wants to believe, more likely the veniremen's prejudice would favor apparent innocence than almost blatant guilt. In addition, Stein's characterization tends to be thin. This is especially true of an important minor character, a psychiatrist, whose division of human types into leaders, followers, and those who must destroy because they can neither lead nor follow is not only simplistic in the extreme but counters the story's two epigraphs, which reiterate that evil lies in all of us.

Despite radical blemishes, however, *The Magician* is thoroughly readable, at times tense, and tantalizing for what it might have been.

Peter Gardner is an editor for a publishing house.

Temple Bells And Blue Atolls

SR's Fall Travel Issue

Coming October 23

REVISTA/REVIEW INTERAMERICANA

NEW! Inaugural issue of Inter American University bilingual multidisciplinary journal aimed at the educated layman. Vol. I No. 1 contains articles like these:

English Language in USSR
by Rose Nash

Hemingway & Madrid, 1937
by Melanie Pflaum

Sacred Mushrooms in Mexico & Guatemala
by Bernard Lowy

Updating the P.R. Tax System
by S. L. Descartes

Plus other articles & Poetry & Book Reviews in Spanish & English

ORDER YOUR CHARTER SUBSCRIPTION—TODAY!

Revista/Review Interamericana
Box 1293, Hato Rey, P. R. 00919

Please enter my charter subscription:
☐ one year $3 ☐ 2 years $5

Name .....

Address .....

City ..... State ..... Zip .....
Single copies at $1.50 ea. ppd.

THRESHOLDS

by Dorothea Straus

Houghton Mifflin, 183 pp., $5.95

Reviewed by Adele Z. Silver

■ Being a lady has some drawbacks for a writer. The lessons in tact, delicacy, and gentility, so solemnly learned and carefully practiced, are difficult to set aside. Recording her life at her typewriter, a lady taps out well-bred words that click neatly across the page, like so many Delman pumps picking their way along upper Fifth Avenue.

So Dorothea Straus is cool, discreet, sweetly loyal to family and friends in this brief memoir of her life as a rich New York Jewish girl. She, of course, has learned the lessons too well to refer to herself that way, but "Our Crowd" 's lineaments can't be removed, not even by tact. She grew up in overstuffed and overstaffed houses; she spent her summers in grandiose, melancholy European hotels, or elaborately rustic mountain camps, and she married Roger Straus, Jr.—co-founder of Farrar, Straus & Giroux—who came from a family suitably more distinguished than hers. She lived a life as inflexible in its movements and manners as those of her mother and grandmother, and perhaps the only way to accommodate such an existence is to regulate one's moods with equal firmness.

Tact and delicacy can be virtues in a writer, though, as in a woman. For both it is an artful accomplishment to say less than one means while making one's intention unmistakably clear. Mrs. Straus's beautiful, morbid mother, her enthusiastic father, the girl friend of his widower years, assorted grandparents, aunts, cousins, an awkward brother, a dancing teacher—all are summoned from the past and examined with courteous attention. If few are vivid, and none are memorable, some are credible human beings whose lives burgeon, take shape, and intrigue the reader into his own imaginings. For beneath the smooth surface of Mrs. Straus's too gracious prose are glints of anger, resentment, curiosity, passionate admiration or scorn. But these hard, quick knots of feeling, roused by old memories, are discreetly left unexamined.

She speaks of herself as hoarding "bright spots of memory" which will "disappear with me, and I hasten to write them down; jagged, inaccurate, distorted as they are, they are still the only monument to be raised against the palimpsest of time." Time is haunting her. She is already a grandmother, and, writing of her past, she spares it a final death, and evades her

Before Linnaeus the genus *Andromeda* did not exist

The epoch-making achievements of the great Swedish botanist, his explorations in Lapland, his life with his family and students—all in a fascinating account, brilliantly illustrated with 32 pages of color and 68 in black and white. $14.95

THE COMPLEAT NATURALIST
A Life of Linnaeus
by Wilfrid Blunt

THE VIKING PRESS
625 Madison Avenue, New York, N.Y. 10022

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

own, a little, in a "backward bid to immortality."

Mrs. Straus clearly does not think herself, her family, or her feelings of cosmic significance. A cool sense of restrained pride and muted reality, rarely found in memoirs these days, permeates *Thresholds*. Though not the stuff of immortality, this modesty is appealing and, perhaps, at the heart of what being a "lady" means.

Adele Z. Silver, a columnist for the Cleveland Plain Dealer, frequently writes for national magazines.

MAD IN PURSUIT

by Violette Leduc
translated from the French by Derek Coltman

Farrar, Straus & Giroux, 351 pp., $8.95

Reviewed by Anna Balakian

■ Violette Leduc's *Mad in Pursuit* continues the narrative of her erratic life where she left off in *La Bâtarde*. The earlier book, which appeared in 1965, dealt with Mlle Leduc's unhappy childhood and alienated youth. Her disastrous ventures into adulthood as a physically and economically disadvantaged person coincided with the disasters of World War II and the German Occupation. The current volume covers less time, but the years 1944 to 1947 hold as much woe for her as did the previous period. This sequel, however, is not likely to achieve the *succès de scandale* of the earlier work, for Mlle Leduc's many-faceted sex relations lose their shock value through repetition. Actually, what she tries in her crude way to tell us about herself as the semi-mistress of a wealthy bibliophile or as the seducer of a young boy, and about her Lesbian fugues or her intermittent onanism, has been treated much more expertly by novelist Jules Romains, who impressed Mlle Leduc early in life. But Romains was an observer and not a self-immolating exhibitionist, and he had other things going for him: he was a sociologist and historian of an epoch, of a way of life.

In this second volume we follow Mlle Leduc's literary aspirations and witness the stillbirth of her first two novels. At age forty she adds creative failure to her other distress. The mediocre often find a vicarious grandeur in associating with the famous. Name-dropping is one of Mlle Leduc's favorite devices. Her own importance lies in being able to say that she lunched with Simone de Beauvoir once every two weeks, that Jean Genet dropped in on her occasionally, that Sartre recognized and greeted her in the street, that she treated Nathalie Sarraute to apéritifs, that Jean Cocteau invited her to his summer estate. Her function as doormat to the great and near-great consoles her as she catches the drippings from their gravy boat of celebrity.

A Dostoevsky or a Flaubert could no doubt have made of the sour substance of Violette Leduc's life a bittersweet creation. Instead, she flaunts her unexamined experiences, seeking our pity the while, and she never gains the empathy a true artist can engender with the most sordid material.

Does Mlle Leduc have at least the redeeming success of re-creating a milieu: the end of World War II, the birth of existentialism? Unfortunately, no. And what an opportunity missed! She might have made vivid the ascending years of Sartre, of de Beauvoir, of Genet. But she provides no insights into the innumerable personalities she encounters. All we get are the dribblets of a dialogue in which Mlle Leduc is always her own center of gravity.

One wonders why an American publisher would import such a painfully inept work.

Anna Balakian, who is professor of French and comparative literature at NYU, is the author of a recent book on André Breton.

THE NIGHTMARE DECADE: The Life and Times of Senator Joe McCarthy

by Fred J. Cook

Random House, 626 pp., $10

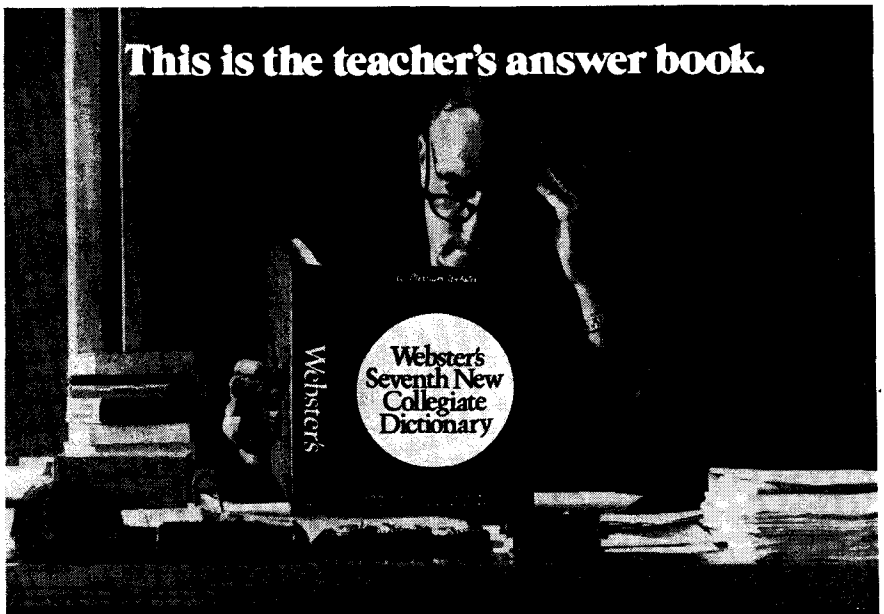
Reviewed by Fred Darwin

■ People tend to assign themselves to one generation or another on the basis of which war they remember personally. And in recent years a further distinction has been added: which McCarthy they recall—Joe or Gene.

Roughly half the people alive today were born after World War II. The twenty-five million newly eligible voters in next year's Presidential race will be too young to remember anything of the Korean conflict. To them "The War" is Vietnam; and Gene is their McCarthy. They seem only vaguely aware of the existence of Joe and the decade of the Fifties which he almost single-handedly turned into a nightmare that still haunts this nation and affects its policies.

The danger of "this particular generation gap" lies in Santayana's choice of either remembering the past or being condemned to repeat it. Fred J. Cook, who preceded the current spate of rev-

(Continued on page 50)



At $7.50 every student should have it.

Webster's Seventh New Collegiate is used and recommended by more teachers than any other desk dictionary because it's complete. With 20,000 new words and meanings not found in older editions plus special sections on spelling, punctuation, geography, biographies, and much more. It's a whole library of information students need every day. Just $6.95 plain, $7.50 indexed, $8.50 for the new Larger Print Edition.

Start the school year right with Webster's Seventh. At book, department and stationery stores.

From Merriam-Webster: the leading name in dictionaries since 1847.
©G.&C. Merriam Co., Springfield, Massachusetts 01101

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

What's So Funny About It?

by ZENA SUTHERLAND

Anybody professionally involved in the selection or reviewing of children's books must face, from time to time, the contemptuous or angry person who wants to know: What makes you think you can set yourself up as a judge? How can you presume to know what children like?

First, it should be made clear to everyone that most of us are concerned more with the quality of a book than with its potential for popularity. Of course a book that doesn't sell—or that sells and isn't read—is not going to affect children no matter how good it is. But, as a colleague once retorted when a librarian asked in acid tones why the Newbery Committee (in her opinion) always picked books that sat on the shelf: "Suppose only a few patrons in each library read Shakespeare? Don't you want his works in every library?" That isn't to equate Newbery authors with Shakespeare, but literary quality does come first.

Do we know what children like? How do we know? Well, it helps to have, or to have had, children about. Your own won't provide you with as broad a sampling as the teacher or librarian gets, and children's opinions alone do not a critic make, but these ultimate consumers are exceedingly useful sounding boards.

It's well to keep in mind that children's reading tastes vary, that the preferences of individual children change, and that a child's reaction to a book may depend upon such diverse factors as whether it's raining, whether he likes you at the moment, whether his friend is present and did or did not like that particular book, what he thinks is expected of him, and often how a question about it is phrased.

An adult's opinion of whether or not a child will like a book is likely to be based on personal experience or on the results of research. I'll match children's book people, shop talk for shop talk, against all comers.

But. After you've evaluated literary style, read a poem aloud, double-checked the accuracy of a science book, compared biographies—how do you decide if a book is funny, assuming it is meant to be? A sense of humor is so personal a thing. There are stages in a child's development during which he laughs uproariously at jokes that will bore him next year—and wonders why his best friend, who was in that stage last year, looks at him with pain. They're the same age but at different stages.

Small children tend to laugh at pratfall humor, at repetitious nonsense, at Maurice Sendak monsters. A young publisher told me that his small daughter was convulsed by somebody eating a table, but when I tried that on another five-year-old she reacted with a polite poker-face. A taste for pie-in-the-face humor is usually replaced by a relish for word play and ridiculous or extravagant situations such as those in the escapades of Pippi Longstocking and McBroom. A child seldom laughs, however, at the "cuteness" some adults think funny. Most nine- and ten-year-old children appreciate broad caricatures of people or of literary forms, but a parody of a fairy tale may amuse a younger child who is familiar with the form and be disdained by a lover of the genre who feels insulted on its behalf. Eventually, a child may attain enough sophistication to appreciate dry, allusive humor.

The trouble with these generalizations is that they are only partly true. At times children don't seem to understand that they are *supposed* to laugh because this is what a nine-year-old laughs at. Perverse creatures, they think they know more about it than we do. Isn't that funny?

Rainy Day Together. *By Ellen Parsons. Illustrated by Lillian Hoban. Harper & Row. 32 pp. $3.50.* In a gentle and charming picture book that's cozy as an old bathrobe, a little girl describes her happy day at home with her mother—a day filled with the small events that are important to a child: good things to eat, chores competently done, games that bring giggles. Daddy comes home, his beard wet with rain, hugs his child, and then all three "hug very hard." The pictures are engaging, the story unassuming and effective. Ages 3-5.

The Alphabeast Book: An Abecedarium. *By Dorothy Schmiderer. Holt, Rinehart & Winston. 57 pp. $3.95.* There's a double use for this new alphabet book, since it can be utilized both for teaching letters and for developing a child's visual perception. Each letter is allotted four frames, spaced across a double page. The first frame is the letter, in lower case, and in subsequent pictures it is reshaped until, in the last frame, it is an animal. "h," for example, humps up and solidifies to become a horse, with "Hh" on the left-hand page and "horse" on the right-hand page. In red, white, and blue, this is cheerful, handsome, and intriguing. Ages 3-6.

The Mountain. *Written and illustrated by Peter Parnall. Doubleday. 30 pp. $3.95.* Books on ecology, pollution, and conservation are pouring from the publishers to serve the interest in these areas. *The Mountain* is one of the best for young children: simply written, beautifully illustrated, with no preaching from the author. "This is the mountain that stood in the West," appears on the first double-page spread. And "These are the flowers that grew here," follows. Then only pictures illustrate how the mountain is made a national park, roads are cut through, people swarm in, the mountain is trampled and littered and crowded by people. The last page shows a heap of rubbish, with one straggling stem poking up, and the caption: "This is a flower . . . trying to grow on the mountain that stood in the West." Message delivered. Ages 4-8.

—*from "McBroom's Ghost"*

The Best New Thing. *By Isaac Asimov. Illustrated by Symeon Shimin. World. 26 pp. $4.95.* Rada and her brother Jonathan are the only children on "a little world, far out in space." Used to the weightlessness of their world, they are excited about the prospect of a visit to Earth, of seeing grass, and of being without a space suit and feeling the wind. The first thing they do after arriving is run happily up a hill and roll down, and that, they decide, is the best new thing of all. The softly drawn pictures of Rada and Jonny floating about the living room of their home should intrigue children, as should the comparison of the gravitational pull of the two worlds. A slight plot, but a novel situation. Ages 5-7.

Eric Plants a Garden. *Written and illustrated with photographs by Jean Hudlow. Whitman. 38 pp. $3.95.* Clear photographs show, more convincingly than could any description, the pride and delight of a young gardener harvesting his crop, and the satisfaction of accomplishment as he enjoys freshly-picked salad ingredients. The presentation of the gardener's ritual—planning, measuring, preparing the soil, planting, weeding, watering, and hovering about to watch progress—helps to make this informative, unpretentious photo-documentary a success. Ages 7-9.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

McBroom's Ghost. *By Sid Fleischman. Illustrated by Robert Frankenberg. Grosset & Dunlap. 48 pp. $3.95.* It was so cold that winter the flame froze when you lit a match, and you had to wait for it to thaw out. So McBroom says, and all his fans know McBroom tells the truth. At least, he keeps saying so. Plagued by a ghost that imitates sounds, McBroom finally realizes that there is nothing supernatural going on. The imitations of his voice, a Sousa march, and howling wolves were simply frozen sounds that had thawed. It's the usual McBroom tall-tale nonsense, blandly delivered. Ages 8-10.

Goody Hall. *Written and illustrated by Natalie Babbitt. Farrar, Straus & Giroux. 176 pp. $4.50.* Hercules Feltwright, a young actor temporarily unengaged, offers himself as a tutor to Willett, the only son of the Widow Goody, and becomes enthusiastically engaged in a mystery. Why does the wealthy widow disappear for several days periodically? Whence came the fortune in jewels stashed in a hassock? Were they hidden by the infamous jewel thief, Mott Snave? Why does the coffin of Midas Goody contain no body, but a statue of Cerberus? Bravura Gothic lightened by humor and colored by suspense, the story whirls its delightfully just-short-of-burlesqued characters in a triumphant gavotte of melodrama. Ages 9-11.

Mrs. Frisby and the Rats of NIMH. *By Robert C. O'Brien. Illustrated by Zena Bernstein. Atheneum. 233 pp. $5.95.* What is a poor widow to do when her home is demolished and she has a sick child? Poor Mrs. Frisby! As a mouse she did not enjoy the thought of seeking advice from a wise owl, but as a mother she needed help, and that was how Mrs. Frisby was led to the lair of the rats of NIMH, who—the owl had said—could solve her problem. And *that* was how the strange story of a superintelligent race of rats, distressed by their reputation as ne'er-do-wells and scavengers, disclosed how they had learned, as laboratory rats, the communication and engineering skills that set them apart. The story is fresh and ingenious, the style witty, and the plot both hilarious and convincing. Ages 9-11.

Look What I Found! *Written and photographed by Marshal T. Case. Illustrated by Mary Lee Herbster. Chatham Press/Viking. 95 pp. $4.95.* The executive director of the Audubon Society of Connecticut has done a fine job in presenting information on the care and feeding of small wildlife of all kinds, whether captured or purchased. Many books have been written on the subject, but few put such emphasis on treating creatures with respect and kindness. The photographs and illustrations are excellent, and the text is succinct and clear. Ages 9-12.

Then Again, Maybe I Won't. *By Judy Blume. Bradbury. 176 pp. $4.95.* Tony Miglione is perfectly happy in Jersey City, and looking forward to going to junior high with his friends, so he is not at all pleased when he learns his father's invention has made the family rich. Who wants to live in a fancy suburb like Rosemont, he asks. After they move, Tony is disturbed to learn that the "nice" boy next door is a petty thief. With a new school and burgeoning sexual yearnings to cope with, Tony is a troubled boy. Judy Blume does a fine job of seeing all this from a boy's viewpoint. Her handling of Tony's worry that his tumescence shows is deft—sympathetically serious, yet very funny in a scene in which he decides to always carry a coat for cover-up, just in case. Ages 10-12.

The Life of Malcolm X. *By Richard Curtis. Macrae Smith. 160 pp. $4.95.* Not distinguished for style, this life is a competent

—from "Mrs. Frazer on the Fatal Shore"

and objective biography for readers who want more information than is given in Arnold Adoff's *Malcolm X*, and should prove excellent for children too young for *The Autobiography of Malcolm X*. Richard Curtis is candid about the criminal activities that preceded Malcolm's conversion to Islam in prison, and equally forthright about the abrasion between Malcolm and the leaders of the Black Muslim movement that led to persecution and, finally, to Malcolm's assassination. An epilogue suggests that Malcolm's influence is greater now than during his lifetime. Ages 10-14.

Wild in the World. *By John Donovan. Harper & Row. 94 pp. $3.50.* When his last brother died, John buried him on their desolate mountainside. Nobody knew, nobody was told. Lonely, self-sufficient and silent, John lived alone until a stray animal—wolf or dog, he didn't know which—decided to accept him as trustworthy. John talked to him as a friend, even envisioned their going off together, and clowned about—happy with this loved and loving creature. The ending of this memorable story (John dies of pneumonia and the derelict animal, chased off by neighbors, steals back to sleep in John's bed) has the pathetic inevitability befitting the stripped and elemental setting in which a tender relationship has grown. Ages 11-14.

Pennington's Last Term. *Written and illustrated by K. M. Peyton. Crowell. 216 pp. $4.50.* "Idle and destructive in class, in spite of innate ability . . . ," Pennington's report card read. The headmaster spoke of him as "a boy who, let's face it, is essentially a thug." Seventeen, bored, hostile, and defiant, Penn is a reluctant student during his last term until he finds a girl and a goal. An unenthusiastic musician at first, Penn is surprised by his own concert performance, and that makes him realize that he is willing, for the first time, to work hard for a career. The book's fine characterization and solid construction buttress a polished and vigorous style. Ages 11-15.

Rx for Tomorrow: Tales of Science Fiction, Fantasy, and Medicine. *By Alan E. Nourse. McKay. 216 pp. $4.95.* Space medicine is one of the challenges of science today, and in these tales Allen Nourse turns his imagination to situations and problems that may arise. While fantasy plays a part in some of these stories, most of them are quite within the realm of possibility: computerized diagnosis is, for example, already on the horizon. The style is tight, the stories have a variety of plot and mood, the theme of medicine in an advanced technological world of the future is intriguing, and—as all Nourse fans know—the technical and medical details are accurate. Ages 11 up.

Mrs. Fraser on the Fatal Shore. *By Michael Alexander. Simon & Schuster. 189 pp. $6.95.* In 1835, a Scottish matron did not usually have to cope with Eliza Fraser's ordeals. But Eliza knew her place. Three children or no, this staunch and pregnant woman felt that she belonged with her husband, and if he sailed from England to Australia, *she* sailed along. Unfortunately, the ship foundered on a coral reef off New South Wales, and Mrs. Fraser's baby was drowned during its birth by the water in the longboat that bore the survivors to the beach. Captured and enslaved by aborigines, Mrs. Fraser was forced to watch as her husband was slaughtered. She also had to nurse an aborigine baby and go about almost naked. When rescued, she was "a mere skeleton, whilst her legs were a mass of sores, where the savages had tortured her with firebrands," an eyewitness reported. After she had recovered, Mrs. Fraser remarried and returned to England, where she embarked on a program of soliciting funds for herself—an undertaking she thought fully justified as reparation for her sufferings. Some people did not believe her story, and aspersions were cast on her character. The fact that she remarried so soon after her first husband's death and tried to keep her second marriage a secret did not help matters. She was a remarkable woman, however, and her story is fascinating. Mr. Alexander evaluates her history with scrupulous objectivity and ample documentation. For young adults.

London. *By David Piper. Photographs by Edwin Smith. Holt, Rinehart & Winston. 288 pp. $9.95.* Whether you're going to London, have been there and want to go back, or simply like to drool, this guide to a great city's architecture, sculpture, and painting is enthralling. Books on Paris, Rome, and Venice in this series on world cultural centers have preceded this tour through London's history, conducted by the Slade Professor of Fine Art at Oxford University, who describes each period with wit and authority. Typical of his dry humor is a reference to a statue of Boadicea as "a surely sweetened version of Amazon" whereas, he points out, she was "a tough and probably uncherishable character." Appendices describe museums, galleries, historic buildings, monuments, artists, and architects. The photographs, some in full color, are splendid; two ribbon markers are bound in, and the pages (let this not be underestimated) lie flat. For young people who want to make the pilgrimage, a boon.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"The Nightmare Decade"

Continued from page 47

clations of the military-industrial complex by many years with his book *The Warfare State*, undertakes in *The Nightmare Decade* to provide for the new generation of young Americans the means of taking Santayana's less painful alternative, and to "put in perspective McCarthyism and the decade of the 1950s that it so greatly influenced."

The task, he says, acquired "a new and ominous relevance" on the night of November 13, 1969, when Vice President Agnew delivered the first of his attacks on the communications media for daring to criticize an address by the President. Subsequent reaction convinced the author that "Vice President Agnew, intentionally or not, had the old McCarthy legions baying. They had never gone away. They had subsided for a time because they had lost their leader, but now they were rallying to a new voice."

A major difference between McCarthy and Agnew so far is that the Vice President has aimed most of his fire at the press while McCarthy *used* the press to bulldoze practically everyone else. The underlying theme of Agnew's tirades is of course frighteningly reminiscent of McCarthy: the equating of dissent with disloyalty and liberalism with communism. But the Vice President's victims have been largely generic: "Radic-libs," the Eastern establishment press, students, intellectuals, black leaders, antiwar demonstrators. Prosecution of individuals has been left to the Justice Department. McCarthy's inquisition was a one-man show. He was a thorough Torquemada, operating his own rack—breaking individual heretics on it completely before banishing them to limbo.

"I don't know how to tell you this, Sam, but our getaway car has just been recalled to the factory."

In his choice of victims lay one of the many paradoxes of McCarthy's reign of terror. There were communists around in positions of some influence, particularly among the labor leaders of his home state in the early days before they were ejected in rank-and-file revolts. Indeed, it was these same communists who provided the margin of victory for McCarthy's senatorial nomination. His only comment then was: "Communists have the same right to vote as anyone else, don't they?"

But when the Wisconsin whirlwind undertook to purge the Reds from high places in Washington, and particularly from the State Department—as Cook recounts in case after case—he invariably selected people with the most impeccable anticommunist credentials. Each failure to prove communism led to wilder, more sensational accusations aimed at higher levels.

The wonder of the story is not that such a man could exist. Con men, demagogues, and crackpots have thrived on the American scene before and since, both in and out of politics. What made McCarthy unique was the almost total lack of challenge from those who should—and, as in the case of Hitler, could—have stopped him early in the game. With few exceptions, "respectable" Republicans abandoned their responsibilities, leaving the stage to the ultra-Right. And, says Mr. Cook, "The Democratic-liberal establishment, which should have provided a rallying point, virtually disintegrated before the first onslaught and sought to camouflage itself by riding to hounds with the foe."

The few who dared oppose him were marked for revenge. "Time and again, Senators who had the fortitude to stand up to McCarthy went down to defeat . . . it seems to many that to oppose McCarthy was to court political annihilation."

His legacy remains with us. Before the mass lunacy of the Nightmare Decade, says the author, the State Department "possessed a Far Eastern élite corps that was the envy of many foreign chancelleries. It was composed of career men who knew Asia probably better than any other single group in the West. . . ."

> The knowledge of men like [Owen] Lattimore should have been considered invaluable. It was all to become suspect; it was all to be sacrificed. The men who possessed it were to be exiled to private life, and in the vacuum of knowledge so created, America was

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

to fumble like a blindfolded giant, applying the rigid policies of a militaristic anticommunism to alien cultures where the problems were political, economic and nationalistic in nature; we were to act from ignorance, self-delusion, and fanaticism; and in this repression of reality we were to progress inevitably into the costly folly of Vietnam.

Mr. Cook combines abundant detail —thoroughly documented—with an engrossing narrative. *Nightmare Decade* reads like an adventure tale, though it is an all too accurate account of a nation's misadventure. And of a time when tyranny raged and heroes were scarce.

Fred Darwin is a radio news commentator and news director of radio station WTFM in New York City.

HISTORY OF AMERICAN PRESIDENTIAL ELECTIONS

edited by Arthur M. Schlesinger, Jr. and Fred L. Israel

Chelsea House/McGraw-Hill, 3,959 pp., 4 vols., $135 the set

Reviewed by Robert D. Behn

■ What questions should a history of American Presidential elections answer? An obvious one is: What events, public attitudes, and campaign tactics were responsible for the election of each President? A second question of interest is: How did the Presidential political process change during almost two centuries from the first election in 1789 to the forty-sixth in 1968? Unfortunately, the method selected by the editors of this *History of American Presidential Elections* to answer the first question precludes an adequate response to the second.

These four volumes contain forty-four essays by scholars of American history, each of whom was asked by the editors "to analyze a Presidential election" (or in some cases two successive elections). Their studies, which describe the significant events of the four years culminating in each Presidential election, provide excellent sketches of America's political life during the quadrennium. But how did the political process of electing a President change? How did the importance of geographical, ethnic, or religious balance on the Presidential ticket vary in almost 200 years? How were the nation's political coalitions formed, weakened, and destroyed during successive campaigns? Questions like these are never answered for—to wear thin an old cliché —the reader has a hard time seeing the forest for the trees. One scholar paints

CREME DE MENTHE. 60 PROOF. PRODUCT OF U.S.A. JOHN DE KUYPER & SON, N.Y., N.Y.

Iced Creme

(De Kuyper's delicious instead-of-dessert dessert)

Refreshing after-dinner idea—with a touch of Old World elegance. Green Creme de Menthe over crushed ice—or on the rocks. It's more than delicious—it's De Kuyper.

(Say it like the Dutch do: De-ki-per.)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FRASER YOUNG
LITERARY CRYPT NO. 1470

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1470 will be found in the next issue.

U RHQN HSZHVK BLOJM YRHY

KL-AHSSNM GHM CNLCSN IHUJ

LJ GNYYNP HADOHUJYHJAN

HJM ILLM LJNK SLKN.

—I. A. SUARYNJGNPI

Answer to Literary Crypt No. 1469

Never bend your head. Always hold it high. Look the world straight in the face.

—HELEN KELLER

his tree with water colors while another uses ceramics.

The essay on the campaign of 1808, for example, describes the election as it was reported in the pages of the country's twenty major newspapers. In contrast, the next article, on the 1812 election, quotes only three newspapers, devoting its attention to a state-by-state analysis of how the Presidential electors were chosen. The issue is not whether different approaches are required for different periods of American history; they obviously are. Rather, the problem is that a diversity of analytical technique prevents this history from providing the perspective necessary for a comprehensive overview.

Arthur Schlesinger's brief introduction, "Presidential Elections and the Party System," attempts to perform this function. The essay outlines the evolution of America's party system—recounting, for example, the fluctuating significance of the Presidential primary. But this survey is simply too short for a work that the editors claim is "the most comprehensive history of American Presidential elections ever published." Further, there is a contradiction between the dispassionate historical analysis by Schlesinger in his introduction and his commentary on contemporary politics. He observes that in the late eighteenth century the conventional wisdom held that the conflict resulting from the existence of political parties would destroy the nation.

> By 1794 John Taylor of Carolina could write a pamphlet entitled *A Definition of Parties*. "The existence of two parties in Congress," he said, "is apparent"; he then added, in the vein of the times, that this was "extremely perilous" . . .

Yet—without any substantiation from the authorities who covered the elections of the 1960s for this history—Schlesinger himself warns of the potential doom for our political system:

> . . . if the 1870s could be said to have seen the maturation of the two-party system, the 1970s might well be the period of crisis of that system . . . the two-party system of the 1960s and 1970s showed few signs of a capacity to absorb and digest these new issues.

If anything, these four volumes highlight the ability of American politics to respond to new pressures, and the inadequacy of using the two-party system as the sole frame of reference.

Our major political parties have always been coalitions of several subparties centered on class interest, personal loyalties, or geographic prejudices; and the rivalries within a major party have often been more bitter than the final contests at the polls in November. The result has occasionally been splinter parties (the Progressive of both 1912 and 1948) and one-issue parties (*e.g.*, the Anti-Masons, Abolitionists); somewhere between are Strom Thurmond's State's Right Party of 1948 and its descendant two decades later, George Wallace's American Independent Party. Indeed, since the 1870s, when the two-party system "matured," third party candidates have won electoral votes in seven Presidential elections, and in nine elections the votes for third party and other minor candidates have been sufficient to deny a popular majority to the winner. Certainly to imply that any threat to the two-party system may bring disaster is superficial.

This series of essays also serves as a reminder that the American political system has always been facing and resolving crises. When the Electoral College mechanism for electing the President was first employed in 1798, Professor Marcus Cunliffe notes in the first election essay, the significant event was that the system worked:

> The electors were chosen—apart from the New York muddle of 1789—just as the blueprint prescribed. Having been chosen, the electors chose; and their choices were nationally accepted. No

PAINTINGS REPRODUCED DIRECTLY ON TEXTURED ARTIST CANVAS
THE AUTHENTIC LOOK OF ORIGINAL OILS GLOWING ON GENUINE ARTIST CANVAS IN YOUR HOME. THE FEEL AND THRILL OF ORIGINALS BRILLIANTLY REPRODUCED IN EXACT COLORS. MOUNTED ON THE FINEST MITERED ARTIST STRETCHERS, READY FOR IMMEDIATE HANGING OR FRAMING
MODIGLIANI RECLINING NUDE
Order by number. DEPT.
LAMBERT STUDIOS S36
910 N. LA CIENEGA BLVD., L.A., CA. 90069
from 2.98
PICASSO DON QUIXOTE
PICASSO OLD GUITARIS
MODIGLIANI SKETCH IN RED
BOSCH GARDEN OF EARTHLY DELIGHTS
VAN GOGH SUNFLOWERS
IN THE VALLEY
PICASSO BLUE NUDE
PICASSO LES PETIT FLEUR
TODAY IS THE FIRST DAY
MONET SUNFLOWERS
IF IT FEELS GOOD
VAN GOGH STARRY NIGHT
MAKE LOVE, NOT WAR
THOU SHALT NOT
MONET PARLIAMENT
MONET RED POPPIES
MONET WATER LILIES
MAKE LOVE NOT WAR
SCULPTURE
THE STALLION
VAN GOGH HOUSE AT AUVERS
THREE MUSICIANS
EL GRECO TOLEDO
THE BASSET HOUND

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

elector was assassinated or kidnaped or browbeaten. . . .

Professor Page Smith, who describes John Adams's election as President, outlines another amazing event:

> The year 1796 marked the first time in modern history that the elected chief executive of an independent nation had surrendered office of his own volition in accordance with a preconceived plan (the Constitution) upon the election of his successor.

Four years later when Thomas Jefferson defeated Adams, the American system again yielded surprise:

> Above all, the election demonstrated that control of the vast political power of the national government could pass peacefully from one political party to another. Subsequent repetition of this accomplishment cannot diminish the significance of this first success.

And with the country torn by Civil War, General George B. McClellan challenged Abraham Lincoln not with a coup d'état but at the polls.

> The most remarkable fact about the 1864 election is that it occurred. A century ago, even the handful of nations where elections normally decided matters suspended balloting during wars. But in 1864, Americans voted almost as in peacetime.

Twentieth-century Presidential elections may not have produced such globally historic events, but commentary on today's social problems should not ignore a certain vitality of our political system.

Appended to each of the election essays is a series of important documents of the campaign: polls, speeches, campaign literature, letters, newspaper stories and editorials, and party platforms. Included are: William Jennings Bryan's "Cross of Gold" speech (1896); Hubert Humphrey's civil rights speech to the Democratic convention (1948); John Kennedy's speech to the Houston Ministerial Association (1960); Barry Goldwater's "extremism in the defense of liberty" acceptance (1964); Lyndon Johnson's "I shall not seek nor will I accept" TV withdrawal (1968). Though the campaign essays are unfortunately devoid of any references or footnotes, there is a good, short bibliography for each election in the final volume. An essay by Herbert E. Alexander on "Financing Presidential Campaigns" has also been added.

Nevertheless, one still looks for the historian who can tie it all together.

Robert D. Behn, executive director of the Ripon Society, edited its 1968 election analysis, "The Lessons of Victory."

Won't you buy him $240 worth of food for $10?

This little guy is one of the nicest kids you'd ever want to meet. He's one of nine children plus a mother and a grandfather living in a two room shack in an impoverished area of a small Alabama town.

His family's most urgent problem is hunger. There's simply not enough for them to eat. Not just at certain times of the year . . . but day in and day out. Malnutrition is endangering their present health as well as the development of their minds and bodies.

Right now. Right here in the U.S.A., there are thousands of families on the back roads of the rural South whose diets are so inadequate they are facing slow starvation.

That's why the NAACP Emergency Relief Fund is in its fourth year of collecting money to buy Food Stamps for families of tenant farmers, field hands and seasonal workers. Under this federally sponsored program, 50¢ buys as much as $12 worth of Food Stamps. Since many families have almost no income at all, contributions are vital. Your $10 can buy $240 worth of food to help them survive. As one donor recently wrote—"Where else can my modest donation do so much!"

To contribute, please send as little or as much as you can to the NAACP Emergency Relief Fund. Contributions are tax-deductible.

Thank you.

NAACP Emergency Relief Fund*
Dept. B80, Box 121, Radio City Sta.
New York, N.Y. 10019

*A project of the NAACP Special Contribution Fund—tax deductible arm of the National Association for the Advancement of Colored People.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The great World Cruise begins on the SS MARIPOSA

March 9, 1972, is the dawn of an exciting new adventure: the incomparable SS MARIPOSA Around the World Cruise. 90 glorious days. 23 fascinating ports. Just 336 passengers. And the finest in luxury cruising—westbound from California, along the fair weather route.

No other world cruise offers you such diverse and colorful lands. Sea-rove to Polynesia, Melanesia, New Zealand, Australia, Bali, Malaysia, India, East Africa, South Africa, South America, the Caribbean and Mexico.

All this and more. On 1972's only American-flag World Cruise. Sail from San Francisco March 9; from Los Angeles March 10. Fares from $4,970. Contact your Travel Agent or mail the coupon today.

Pacific Far East Line

American Flag Cruising at its Finest

Paul Thompson, Cruise Consultant
Pacific Far East Line
One Embarcadero Center
San Francisco, CA 94111

Tell me more about the SS MARIPOSA Around the World Cruise.

Name

Address

City

State Zip

Travel Agent

SR 164-971 SHIPS OF U.S. REGISTRY

Booked for Travel

David Butwin

Funen Games

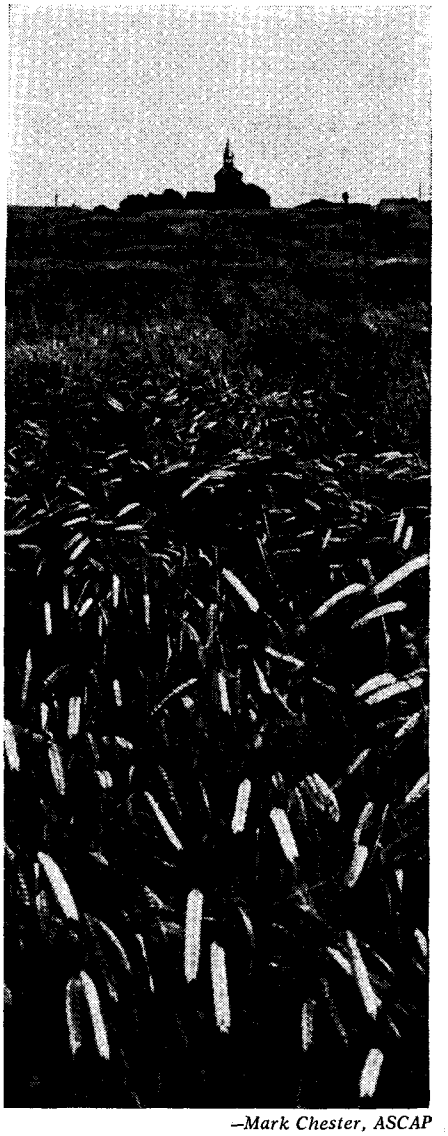
EVEN in the crush of summer, Copenhagen seems a calm and civilized capital, but once you are out of the city and driving westward across Sealand, a peacefulness spreads out before you that makes all forms of urban life easily forgettable. Denmark, a nation of islands, grows calmer yet as the ferry pushes away from Sealand and proceeds on the fifty-minute crossing to Funen, which lies in the North Sea dwarfed by the main Danish land mass of Jutland.

Funen is the birthplace of Hans Christian Andersen, and the moment you drive off the ferry you begin to feel a part of one of his tales. Life on Funen (Fyn in Danish) is incredibly scaled down, so much so that towns appearing far apart on a road map loom up suddenly through the windshield only minutes after you have left another behind. The scenery—soft green woods, rolling farmland, splashes of flowers—passed so quickly one summer afternoon that I chose to leave the main road and head southwest by a series of circuitous byways. In no time I was lost, and frankly it didn't matter. There was always a farmer or shopkeeper to set me straight, at least for a few miles, until the winding road seemed to come out where it had begun.

My destination the first day out of Copenhagen was Ringe, a town in the heart of Funen farm country and the center for a Danish touristic scheme, launched only last year, that places vacationing families on surrounding farms for a stay of a week or two. Somewhere just north of Ringe (was it nearer Pederstrup or Allerup?), hunger caught up with me, and I stopped at a roadside store to pick up a slab of cheese, a tin of marinated herring, a bottle of chocolate milk. The woman behind the counter, who knew no more English than I did Danish, waved me to a bakery across the road to buy fresh bread. I spread out the picnic on a tamped-down patch of grain field near a high row of bushes. Hardly a passing car disturbed the feast; in fact, most of the traffic was on bicycles, the main mode of transportation on Funen. A pretty young girl pedaled by with a smile and a wave—customary salutations that a visitor from New York at first finds more foreign than the language.

Danish farm holidays—more widely established on Jutland than Funen—have attracted English, Germans, and Norwegians but few Americans in the two summers the program has existed. Perhaps the reason is that travel hasn't yet become so reasonable and routine a proposition that a man in Indianapolis would pack his whole family off to Europe to spend the balance of the trip in one remote corner of Denmark. Too, a farm—even a Danish farm—might not seem the most exotic retreat to a midland American, but take it from this one, Funen farmers do things a little differently.

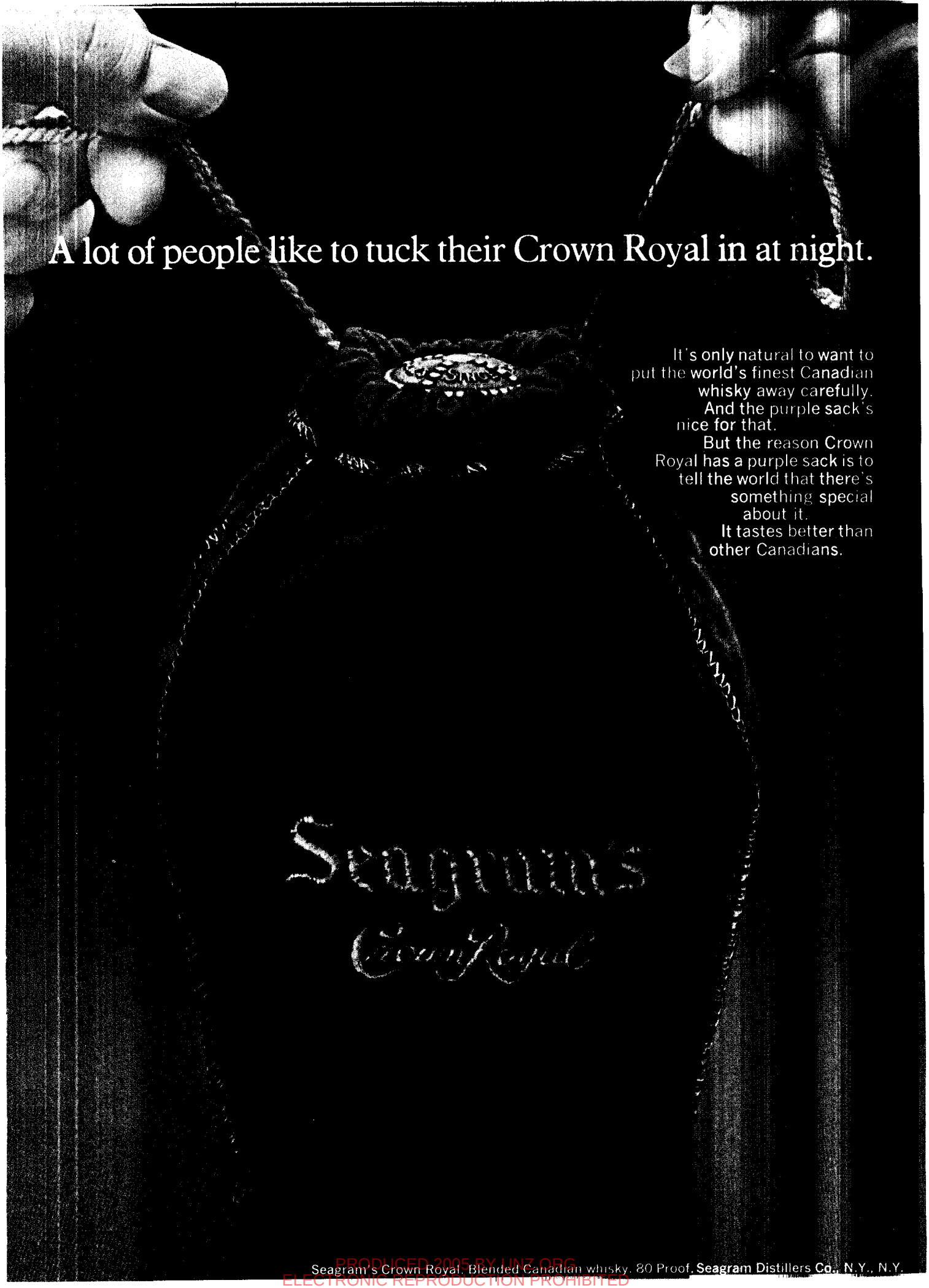
Karl Kampp's white stone house and farm implements haven't changed radically since his family started working the land on the same site, not far from Ringe, late in the eighteenth century. His and all the other nearby farms tak-



—Mark Chester, ASCAP

Tåsinge—Elvira Madigan country.

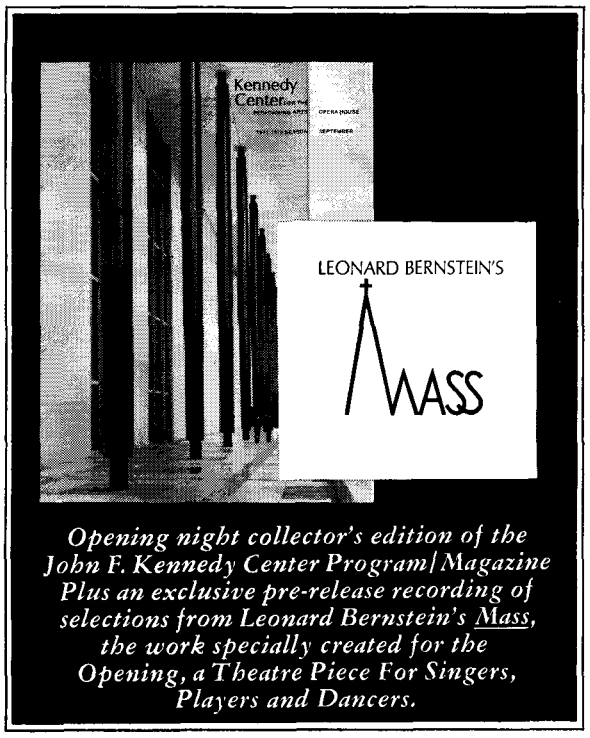
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED


A lot of people like to tuck their Crown Royal in at night.
It's only natural to want to put the world's finest Canadian whisky away carefully.
And the purple sack's nice for that.
But the reason Crown Royal has a purple sack is to tell the world that there's something special about it.
It tastes better than other Canadians.
Seagram's
Crown Royal

Seagram's Crown Royal. Blended Canadian whisky. 80 Proof. Seagram Distillers Co., N.Y., N.Y.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Rare Prize For Collectors.



Opening night collector's edition of the John F. Kennedy Center Program/Magazine Plus an exclusive pre-release recording of selections from Leonard Bernstein's Mass, the work specially created for the Opening, a Theatre Piece For Singers, Players and Dancers.

On September 8, 1971, the visions and plans of four Presidents and hundreds of patrons and supporting artists became a reality. On that historic night, world leaders in government and the arts gathered in Washington, D.C. for the opening of The John F. Kennedy Center for the Performing Arts, and the premier performance of the work commissioned for the occasion: Leonard Bernstein's *Mass.*

Because of the world-wide interest in the new cultural center and in Mr. Bernstein's new *Mass, Saturday Review,* publishers of the Program/Magazine for the Kennedy Center, is making available a limited supply of the first night's edition—a genuine collector's item—and, by special arrangement, an exclusive 7" stereo recording of major selections from *Mass* produced exclusively by Columbia Records for this offer. *The first complete recording of the work will not be released for public sale until 1972.*

The Program/Magazine itself is 144 pages of contemporary history in full color and black and white including: The background of the Center; Letters from Presidents Nixon and Kennedy; Full-color photographs of the Kennedy Center, inside and out; Notes and comments on Bernstein's major new work; A list of distinguished patrons and founding artists; plus features on John Kennedy and the arts; A report on leading art institutions in Washington; and more.

In addition, the Program/Magazine has a practical side. In it you'll find architectural plans for all three theaters, seating plans, ticket information, restaurants within the Center, and parking information.

This inaugural Program/Magazine and recording can be obtained only at Kennedy Center and through this offer. There will be no sale of the inaugural Program or the exclusive pre-release recording except under the auspices of the Kennedy Center and Saturday Review Programs. Only a limited number of copies have been printed. The plates have been destroyed. When the limited supply is gone, there will be no more produced. Judging from the scarcity of opening night Program/Magazines for New York's Lincoln Center, these rare collector's items will almost certainly increase in value with each passing year.

Orders will be filled on a first come basis, so send today for your Program/Magazine and recording simply by completing and mailing coupon with your check or money order. Or if you so indicate you will be billed. Pleased do not send cash.

The price for the Opening Night Kennedy Center Program/Magazine and recording is only $6.95. If you would like the Program/Magazine in a deluxe hard cover edition, the price is $8.95.

Proceeds Will Be Shared With The Kennedy Center.

SR-2

To: Saturday Review Programs
380 Madison Avenue, New York, New York 10017

Gentlemen: Please send me the John F. Kennedy Center Opening Night Program/Magazine plus the exclusive pre-release recording of selections from Leonard Bernstein's *Mass.*

☐ Enclosed is my check or money order. ☐ Please bill me.
For _____ copies of regular edition and record at $6.95 each.
For _____ copies of deluxe hard cover edition and record at $8.95
Add 50¢ shipping charges with each order plus local and state sales tax.

Name_____

Address_____

City_____

State_____ Zip Code_____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ing visitors during the summer were fully booked that day, but his wife Inge found room for me at the dinner table. I sat down a little after 6 with the Kampps, their young daughters, Dorte and Tina, and an English family of four from Coventry accompanied by a young aunt along to help with the kids. We had fish cakes and a tossed salad with slices of boiled potatoes. And the best came last—a dessert called *koldskaal*, or cold bowl: whole eggs whipped up with vanilla flavoring and thick milk, topped with dollops of black currant jam.

On the wall hung a crank-up telephone from 1919, which the Kampps used until a few years ago; beside it, an 1847 clock still tick-tocked the right time. After dinner, Mrs. Kampp disappeared into the kitchen, and the two families sat around the living room, Dorte and the English boy James hunched over coloring books and paying no heed to the language barrier that seemed to be cramping the adult recreation. During the day, visiting families usually fend for themselves, biking or motoring among the ancient castles and churches, picnicking in the woods, prowling the beaches on the south shore. All of that plus bed and board comes to $5 or $6 a day for each person, proving that at least somewhere in Europe the old Frommer standard still applies.

South of Ringe, just a few castles and several churches down the road, stands the fine, old port city of Svendborg, which I discovered on a bright, cool July morning as the roses of Funen showed their last color. Svendborg is one of those places a traveler can't help but like at first sight. There is life and spirit amid the narrow streets lined with half-timbered stone buildings. "This was an old sailing town and, at one time, a rich one, more cosmopolitan than most," said a Dane who left a larger city to take advantage of Svendborg's peculiar allure. "You can still feel the traditions alive. In Svendborg we have no social distinctions, which is rare for Denmark. The old and young—everybody talks and meets."

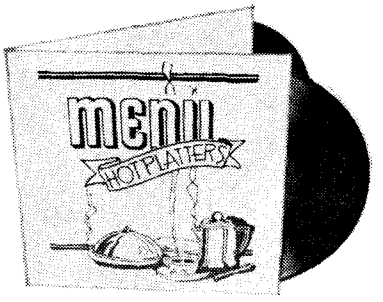
Svendborg's intellectuals like to shop and chat at a bookshop called Troels Boghandel. Troels Hansen, the bearded owner, has a coffee shop upstairs where customers can relax in armchairs and sofas and read, talk, even sleep, if they wish. Sometimes he gets writers to come up and talk about their works or about social and political issues. "You can say it is left-wing," said Hansen of his shop, "but we have conservative customers too. They know I'm left-wing—well, they think I am because I have long hair and wear no jacket or tie."

Hansen led me out the back way

NEW

For $2 -- This Extraordinary Double Album Can Be Yours

"HOT PLATTERS"



An All-New, DeLuxe Two-Record Set: 23 Complete Selections from the Latest Stereo Albums by **GORDON LIGHTFOOT, NORMAN GREENBAUM, PAUL (of Peter, Paul & Mary) STOOKEY, JACKIE LOMAX, RANDY NEWMAN, THE BEACH BOYS, FANNY, THE KINKS, RY COODER, BIG MAMA THORNTON, JOHN D. LOUDERMILK, MOTHER EARTH, DEEP PURPLE, JOHN BALDRY, T. REX,** and no piddling number of others. All in a well-made, profusely dolled-up-with-pictures album jacket.

"Impossible. It can't be done for two bucks," the uninitiated must say by now. Or "you shuck me."

Not so, say we. "Hot Platters" is the very latest in the unique series of buck-a-record samplers with which Warner/Reprise artists have been putting out for the last couple of years. Defying economic realities, this newest album is offered on an utter non-profit basis. No one but the plastic maker who presses the records makes any money.

The plastic maker, as he puts it, hasta eat.

Other than that—and our sneaky hope that exposure to these selections from WB's newest albums will lead you to purchase these artists' regular albums at regular, profitable prices—you, Mr. Average Consumer, come out ahead.

Ultimately, you don't have to believe us. Believe instead one of our fans, who has ordered every one of our previous samplers.

He is Edward T. of Los Angeles, and he has written us, saying *"You are the sneakiest record company around. Your special albums are great, but my record collection is now filled with Warner Bros. and Reprise albums you turned me on to."*

Well, Ed T., we can't take responsibility for your marketplace-madness. We do take responsibility for "Hot Platters." It's good.

Send your $2.00 (forget postage, handling, and that stuff) along with the enclosed coupon, and we'll get "Hot Platters" back to you as soon as our archaic mailroom allows (usually about six weeks).

To: Hot Platters, Room 215, Warner/Reprise Records E
4000 Warner Blvd., Burbank, Calif. 91505

Dear Fat Cats:,

Yes, please send me a copy of HOT PLATTERS, post haste. I enclose two bucks so the plastic maker can eat.

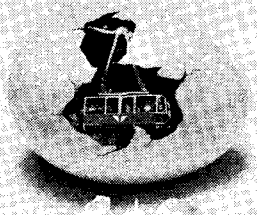
Name _____

Address _____

City _____ State _____ Zip _____

SMALL PRINT DEPARTMENT: Make checks payable to Warner Bros. Records. Allow 6 weeks for the clowns in our mail-room and the U.S. Postal People to get back to you. This offer good only in the U.S. and Canada, because Customs is such a pain.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Ski the 'Bird!

The Snowbird soars with a 1½ mile aerial tram, 3 double chairs, 160 deluxe unit lodge—all just 40 minutes from Salt Lake International Airport.

snowbird

Ask your travel agent or write for our area and accommodations brochure.

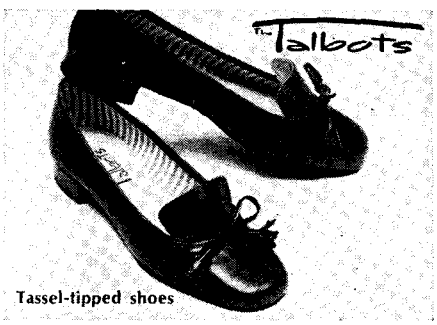
Name .....

Address .....

City .....

State ..... Zip .....

snowbird, ltd. Dept. J-21
Alta, Utah 84070

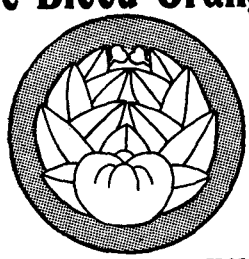


Tassel-tipped shoes

Walk gracefully in our low-heeled shoes of glove-soft kidskin. Tassel-tied bow and piping in contrasting color. Navy/red, navy/green, red/navy, black/red, brown/taupe, black/black, navy/navy. Sizes 5½-10, narrow and medium widths. $17.00. Add 90¢ for postage. **Send for free catalog.**

THE TALBOTS • DEPT. SL, HINGHAM, MASS. 02043
Branches: Duxbury, Lenox, Mass., Mt. Carmel, Avon, Conn.

The Blood Oranges



A Novel by **JOHN HAWKES**

NEW DIRECTIONS $6.95

into a tiny courtyard backed by a stucco house with a steep red-tile roof: his birthplace, three centuries old. After working in a bookshop in Copenhagen for fifteen years, he returned to Svendborg for good. "I have seen the big world now," he said. "Copenhagen is nice, but it is a stone desert."

Moving on, I climbed a narrow cobbled street and looked in the window of a wooden-shoe store to see an old man at work, whittling down a heel. Across the lane, a blanket of ivy covering the wall of a red half-timbered house fluttered and rippled in the breeze. A church bell peeled at noon and then, as it does every fourth hour, played a Danish folk melody, this one a hymn to nature.

An outlander could hardly fault the layout or architecture of this old town, but the Svendborg man at my side muttered: "Yes, we have a protective code for the buildings, but it has come too late. Too much has been spoiled already." He nodded toward several glassy office buildings, ones that might have been built in the Funen style (as was the Wiggers department store, destroyed by fire in 1938 but done over to look as authentic as the Svendborg Amts Museum, which dates from 1560).

It was refreshing to hear residents of such an attractive city voicing these critical views instead of succumbing to smugness. Another critic, Peter Trock, also bearded (what Dane isn't?), showed me around his import variety store, stocked with such personally culled merchandise as crocks of French marmalade, Marimekko blouses, tins of Calcutta curry powder, and Spanish porcelain. One of the few Danish products was a special Jutland sausage. When I asked why he didn't carry objects of Danish design, he grew serious and said:

"Just now, I think, Danish arts and crafts are without soul. Perhaps they will come up again, but today in Denmark shape is only for shape's sake. And that is not sufficient. In the late nineteen fifties, Danish arts and handicrafts were on top of Europe and the world. But not now. Italian is first—in furniture, sculpture, arts—and Finland is very good too."

Trock, deeply involved in his discourse, apologized several times when his English faltered. "What they do," he went on, referring to Danish designers, "is to take an old shape and make a little variation. This is wrong. Therefore, it is necessary to make new things that have function, yes, but also soul."

One of Svendborg's favored lunching and drinking spots is the bar at the Phoenix Hotel, a warm, convivial place with black bowler hats for light fixtures. One of the regulars is Harris Wessmann, who made his local acting debut exactly fifty years ago with Svendborg's summer theater (said to be Denmark's oldest) and has served as director for twenty-two years. "It is not intellectual art but mostly satire and human. The theater is for the people," said the old man. "It is in Danish, but everybody has fun. You can dine and drink in your seat." The theater, which seats 170, is called the Rat Trap after the surrounding woods, scene of a long-ago battle with the Swedes.

I cut short my lunch after a plate of three open-faced sandwiches, because rain clouds were rolling in and I had an afternoon date with a bicycle. Svendborg is the center for another Danish tourist scheme, one that sends visitors—families, groups, or solo riders—on bike tours of Funen and the smaller neighboring islands. A week's tour, with routes carefully mapped by the Svendborg Tourist Bureau, covers about thirty miles a day and ends up each night at either a hotel or a youth hostel depending on whether you pay $71 or $43.

Pedaling across the long bridge from Funen to the island of Tåsinge, you enter an even more idyllic land than the one you have left behind. This is where Elvira Madigan and her AWOL Swedish lover played out their doomed affair, an island of billowing rye fields, thick beechwood groves, and church spires on hillsides. Troense, the main town on Tåsinge, was deep in honeysuckle and fading roses; nearly every building, a savings bank included, wore a thatched roof.

Beyond the town, a narrow road lined with poplars cuts between fields of thigh-high grain. Mother, father, and two children passed in a bicycle caravan, then a farmer with a can of milk on the back of his bike. Few cars appeared. Turning down a smaller back road, I pedaled even farther away from civilization; now my only companions were birds and their song. On the crest of a hill I came to a white wooden chair beside the road that held a few bags of potatoes and a cup for money.

Later, at a crossroads near the fine, towering church at Bregninge I stopped to ask a boy on a bicycle directions back to Svendborg. He had long blond hair, pink cheeks, clogs on his feet—typically Danish. So I made my request as simple as possible, only to hear him say with a trace of a Southern accent, "I speak English." He was a military dependent from Atlanta who had spent a good part of his life in Europe and had gone to school the previous year in Copenhagen. Bored with Tåsinge, he missed the faster life of Copenhagen. He complained, "Girls come by on their bikes and I say *Daw* ("Hi"), and they say *Daw*, and then they're gone." I told him to try to put up with Tåsinge, that maybe someday he would miss it.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

World of Dance

Walter Terry

Visitors: from France And from Storyland

MEXICO CITY.

THE WORLD'S FIRST professional ballet company of national stature had its origin in 1661 when Louis XIV, who liked to dance in his own court ballets, established L'Académie Royale de Danse in Paris. The French government —monarchial, revolutionary, imperial, republican—has supported its Opéra, and with it the Paris Opera Ballet, ever since. More than three centuries later, the government has granted a subsidy to a new company, Ballet Théâtre Contemporain, founded in 1968 with headquarters in Amiens, not far from Paris.

The guiding spirit of the new company is Françoise Adret, a blonde, dark-spectacled, chain-smoking, husky-voiced, volatile, good-natured (but tough) woman, who is a splendid teacher, an experienced choreographer (almost twenty-five years of creating for various European theaters), and now a contender for recognition as a director. In this capacity, Mme. Adret has no interest in *Swan Lakes* or *Nutcrackers* or even updated stagings of old material, although she has, in the past, choreographed to Haydn, Tchaikovsky, Monteverdi, Debussy, Falla, and an eclectic group of others. But today she prefers "the scene."

To positive aspects first. The dancers are great, personable, versatile, and disciplined. I would guess that they can do whatever is asked of them. A fine classical base is clearly present, but they can spurt into jazz action, into non-traditional distortions, with ease and gusto. Ballet Théâtre Contemporain is, in fact, a first-class company of dancers. Repertory? I have my reservations about that, or, at least, I shall reserve a final opinion until I have seen more than I have viewed in an engagement at the Teatro de Bellas Artes during a dance festival that featured companies from Mexico, Peru, the United States, and Senegal.

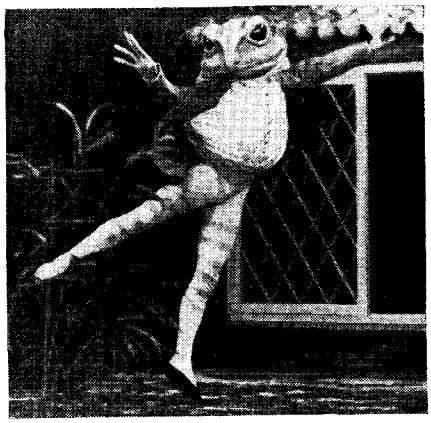
Of the ballets that I saw, the two best were Mme. Adret's very modern, very noisy, very frenetic *Requiem* (music of György Ligeti), in which the extra-fine men dancers of the company and the very handsome and stylish girls danced superbly, and an erotic *pas de deux* choreographed by Michel Descombey (a genuine choreographic talent) to a collage of music involving Wagner, Ravel, and you-name-it. The order of dances for this *Equivalences II* changes from performance to performance, but the movements do not; however, the dancers have to be alert for unexpected musical cues.

Ballet Théâtre Contemporain will, inevitably, invite comparisons with Maurice Béjart's Ballet of the 20th Century (*SR*, Dec. 19, 26, 1970; Feb. 20, 1971). They are not unalike in purpose —that is, to identify with youth—but the styles are quite different. U.S. "scouts" here were impressed with the dancers, but hesitant about repertory. Nonetheless, a New York season, featuring carefully selected ballets, is very possible, and soon.

While in Mexico City, I have been able to catch up with two recent Mexican ballet accomplishments, one architectural, the other a new company. Both, along with two folkloric groups, represent the fruits of the labors and the vast talents of Amalia Hernández, who somehow manages to be extraordinarily beautiful, a successful mother of three, a choreographer, an archeologist, and the founder-director of one of the most popular dance companies of our era, the Ballet Folklórico de México. Señora Hernández presides over both this internationally busy company, a resident (in Mexico) version of the Folklórico that a daughter, Norma Lopez Hernández, supervises, and the Ballet Clásico 70, directed by Nellie Happee.

In the new Teatro del Ballet Folklórico de México, built at a million-dollar-plus cost to the Hernández enterprises, I saw the new Ballet Clásico. Miss Happee describes the theater: "You can't miss it; it looks like an Egyptian tomb." And her company: "We are just beginning, but we work hard, we tour Mexico, we learn." The theater itself is stunning—the classrooms are roomy, and the stage, situated below the loge-like seats, is fine.

(Continued on page 82)



–Photos © M-G-M

Michael Coleman (top left), Sir Frederick Ashton (top right), and a mouse dance (above) from "Peter Rabbit and Tales of Beatrix Potter"—"sheer heaven."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

NEW CENTURY

WE'VE SUCCEEDED IN GIVING TEACHERS AN EFFECTIVE MEANS OF READING INSTRUCTION FOR UNDERACHIEVING STUDENTS

In June in this magazine we described two projects in which teachers were using New Century reading instruction to help 2000 underachieving elementary and secondary school students to make normal progress. The two school systems involved provided teachers and classrooms. New Century provided materials, equipment, and teacher training designed to ensure that the students would learn.

The goal was for the students in both projects to make reading gains this year beyond the national norm of one month of gain for each month of instruction. One project lasted eight months, the other lasted six months. Here are the results.

Fifty-three percent of the students in the two projects made one month or more of gain for each instructional month. Twenty percent of the students doubled the national norm by making two or more months of gain per month of instruction. This means that teachers using New Century reading instruction were able to make gains at or above the national norm for more than half of their students. All of these students were underachievers.

Are we satisfied? No.

We have made a good start, but we will not be satisfied until teachers can use New Century reading instruction to achieve normal gains for every student.

NEW CENTURY
INSTRUCTIONAL SYSTEMS DEPARTMENT
EDUCATIONAL DIVISION
MEREDITH CORPORATION
440 PARK AVENUE SOUTH
NEW YORK, N.Y. 10016

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EDUCATION IN AMERICA

Education Editor: JAMES CASS
Associate Education Editor: BONNIE BARRETT STRETCH

61 **Editorial**

62 **Learning C.O.D.: Can the Schools Buy Success?** by James A. Mecklenburger and John A. Wilson

66 **The Open Classroom: Protect It from Its Friends** by Marilyn Hapgood

70 **Teaching the Mentally Retarded: Patience and Expectation** by Nancy and Bruce Roberts

Book Reviews

72 **"How to Survive in Your Native Land"** by James Herndon, reviewed by Benjamin DeMott

73 **"Schools Where Children Learn"** by Joseph Featherstone and **"Schools Are for Children"** by Alvin Hertzberg and Edward F. Stone, reviewed by Edward Yeomans

74 **Letters to the Education Editor**

80 **New Books**

The Public and Its Schools

There is much talk these days about the citizen's role in education and the necessity for close cooperation between the community and its schools —whether in the small towns of the West or in the "neighborhoods" of the nation's cities. Although far from new, the concept is a crucial one. Education has been richly served, over the years, by the many citizens that have banded together to work for better schools. From the voluntary organizations that first promoted the development of the public schools in the early years of the Republic, to the founding of the PTA before the turn of the century, to the many community groups that came into being after World War II, education has always had its active supporters. But the task of school improvement is never done, for each generation brings its own educational problems that cry for solution. And in the present era of widespread disenchantment with the nation's schools it is more important than ever that citizens become deeply involved in defining educational goals for a new age and in joining with teachers and administrators to seek means for their achievement.

During the decade of the 1950s, the National Citizens Commission for the Public Schools and its successor, the National Citizens Council for Better Schools, helped spark a nationwide revival of concern for public education. Thousands of local and state citizens committees were formed to develop broad public support for the schools and to help solve the problems of individual school districts. By the end of the decade, it appeared that the labor of thousands of citizens had alerted Americans as never before to the importance of their schools, and the National Citizens Council closed its doors.

Less than three years later, however, a new national citizens organization, the National Committee for Support of the Public Schools, was established under the leadership of Agnes Meyer, a widely known journalist, lecturer, and friend of education. More issue-oriented than its predecessors, NCSPS attacked directly the immediate problems of the time: overcrowded facilities and double sessions, low teacher salaries and the teacher shortage, and the inadequate fiscal base for public education. The committee proved to be a strong force in the national effort to increase educational facilities, eliminate double shifts, raise teacher salaries, and vastly increase federal aid to the schools. But, meanwhile, new necessities had appeared.

Earlier this year, the sudden death of Mrs. Meyer marked a kind of watershed in the history of the National Committee. Her past generosity in providing both strong leadership and financial support made it necessary for the organization to undertake a fundamental review of its program and to decide whether it could, or should, continue. Fortunately, the decision was to reshape the structure of the National Committee and to redirect its program to address the crucial issues facing the schools in the decade of the 1970s. Among the issues to which the organization will devote primary attention are the crisis of confidence in the schools, which must be met by greater citizen involvement in the formulation of education policy; the problems of equal educational opportunity, with particular emphasis on the inner city; and the far greater sophistication required of citizens if they are to work effectively to change and improve the system. To help achieve its goal of broadly based citizen involvement, the National Committee is placing special emphasis on becoming a resource for individual citizens and citizen organizations, and also plans to develop a network of experienced people across the country who can respond immediately to local requests for assistance or information.

Most important in the reshaped NCSPS, however, is the new structure

(Continued on page 80)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

LEARNING C.O.D.

CAN THE SCHOOLS BUY SUCCESS?

"Advocates of performing contracts hail the dawning of new school-government-business cooperation; critics denounce the beginning of an 'educational-industrial complex.'"

by JAMES A. MECKLENBURGER and JOHN A. WILSON

One of the newest, most controversial, and, perhaps, least understood phrases in the contemporary lexicon of education is "performance contracting." A performance contract, strictly speaking, is a variety of legal contract. The contractor is rewarded according to his measured performance at a specified task. Evelyn Wood Reading Dynamics, for example, has offered such a contract for years: Triple your reading rate, or your money back. Aircraft corporations frequently sign performance contracts. But performance contracting for instructional programs —*paying according to how much children learn*—is new to public schools. There have been fifty performance contracts in education since they began in 1969; there may be fifty again this year.

Performance contracting has a Pandora's Box quality; applying business-military-government procedures to education unlocks debate over a whole series of educational issues.

"Hucksters in the schools!" is the cry of the American Federation of Teachers (AFT). Many educators concur. In contrast, two polls by the National School Board Association during 1970-71 show two-thirds of its members sympathetic to or favoring performance contracting. "Performance contracting does what [teachers] won't do—it rises or falls on *results*, not on schedules and seniority and protected mediocrity," said one school board member. Some performance contract advocates hail the dawning of new school-government-business cooperation; some critics denounce the beginning of an "educational-industrial complex."

The sharpest controversy emerges from the tense alliance that performance contracts create between school people and industry-government people. For example, such tensions nearly wrecked a project in Gary, Indiana, during its first semester in 1970. Don Kendrick, "center manager" of the project, arrived in Gary with experience as a systems analyst in the Air Force and at Lockheed. He considered schooling comparable to aircraft production—each was a system producing a product, whether airplanes or learning—and made no secret of the comparison.

"I'm a systems analyst," he told one visitor. "I view things analytically. Keep out emotions. . . . Industry says we want a job done. This is the difference [between industry and schools]. You don't have to love the guy next to you on the assembly line to make the product. He puts in the nuts, you put in the bolts, and the product comes out. Teachers can hate me and still get children to learn." As one Gary teacher remarked, "There's no way a man with that attitude can succeed in a school. No way."

The fault was not Kendrick's but was inherent in the situation. Because business and school allies are people with vastly different experience, ideas, expectations, and jargon, merely talking together is sometimes difficult. People who talk of management, cost-effectiveness, needs assessment, and *product* emphasis rouse hostility in people who talk of the whole child, individual differences, *my* classroom, or the learning *process*. Much of the public debate over performance contract-

---

JAMES A. MECKLENBURGER and JOHN A. WILSON began their research on performance contracting in the schools a year ago as EPDA fellows in instructional systems technology at Indiana University. They are completing doctoral dissertations on various aspects of performance contracting and have published several articles on the subject in professional journals. Mr. Mecklenburger is currently a research assistant at Phi Delta Kappa International. Mr. Wilson is an administrative assistant in the Indiana State Department of Public Instruction.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ing (and over accountability, which is frequently associated with it) has foundered on this rocky language dilemma.

Performance contracts have taken a number of different forms, and the variety is likely to increase in the future. The first such contract between the schools of the twin cities of Texarkana, on the Arkansas-Texas border, and Dorsett Educational Systems stipulated that Dorsett would be paid a certain amount for each child in grades six to eight whose performance in English and mathematics was raised by at least one grade level. In 1970, under a more daring agreement, the Behavioral Research Laboratories (BRL) of Palo Alto, California, contracted to take over completely the organization and administration of one elementary school in Gary, Indiana, for four years —with payment to be based on student achievement. And the most ambitious program, funded by the Office of Economic Opportunity at $6.5-million, resulted in contracts similar to that in Texarkana being negotiated between the schools in eighteen cities and six different performance contractors, involving more than 27,000 children.

Companies with performance contracts in schools presume that schools ought to be "learning systems." The systems idea is not new; it has been applied with varied sophistication and

—Photos courtesy of Contract Learning Project, Grand Rapids

In Grand Rapids, academic achievement wins tokens with which junior high students (top) can play pinball and elementary pupils (bottom) buy candy.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

success to military, engineering, city planning, and other enterprises. The most prominent example is the space effort, and one hears the argument *"If we get men to the moon, why can't we teach kids to read?"* Or, *"If industry had forty per cent rejects in its system, it would revise the system; therefore schools too should revise their system."* Some apostles suggest that schools, like the Apollo missions, should try to be "zero-defect systems."

The jargon surrounding systems ideas is nearly impenetrable. In effect, a system is a goal-oriented enterprise. It is characterized by formal procedures for defining goals, for identifying the tasks necessary to the achievement of these goals, for organizing to accomplish the tasks, for measuring one's success, and for revising the process as experience (data) dictates.

Applied to schools, the goal or product of a system is usually said to be student learning—measurable, observable student learning.

This demand for observable outcomes, for specificity of goals, coincides with pressures within education (associated with B. F. Skinner's behavioral psychology) to define teaching-learning in terms of "behavioral objectives"—that is, precise and observable student behavior. Some contractors now call these "performance objectives." One product of the behavioral objectives movement has been programed instruction in which a student proceeds step by step through a preordained learning sequence until he achieves an objective, as demonstrated on a test. Because such instruction is inexpensive, individual, and above all produces measurable results, programed instruction is integral to virtually all performance contractors' learning systems.

Since materials provide the instruction, teachers' roles change; adults now coordinate the learning system, making certain that each child has the right materials at the right time. Teachers "teach" only when a child needs assistance. Appropriately, in many projects, teachers are now "learning directors" or "instructional managers" and classrooms have become "learning centers."

Several learning systems employ only a few certified teachers, replacing them with paraprofessionals or "assistant learning directors" who are usually local parents. A few systems have replaced teachers entirely—a fact not lost on teacher unions and associations.

The result of these innovations is often praised as "individualized instruction." Advocates of such learning systems assert that children learn at different rates so that group instruction is neither efficient nor effective. Confusion surrounds the term "individualized," however, because many educators use it synonymously with "personalized" or "humanized"—thinking that "individualized" implies regard for each student as a unique human being, capable of freedom of choice in the learning process. A few learning systems foster a personal touch; others pay little heed; most are highly structured, individualizing only the *rate* of instruction.

Neither the systems approach nor individualized instruction is the unique province of performance contractors, however. Other educational technology companies, university and government research laboratories, publishers, and teachers also have experimented with systems approaches. As a Michigan Education Association position paper summarized the situation, "What the performance contractor sells is not new ideas per se, but the way in which

—Richard Bumstead, Gellert Publishing

Pioneering in Texarkana

THE FIRST performance contract was the highly publicized venture in the adjacent cities of Texarkana along the Arkansas-Texas border during the 1969-70 school year. The private firm, Dorsett Educational Systems, guaranteed to raise the reading and math skills of potential junior high school dropouts one grade level within eight weeks or pay a cash penalty. If the company succeeded, Dorsett would be paid $80 for each subject grade level gain.

Dorsett began work in October 1969. The firm took over three vacant classrooms, brought in five mobile homes, and set up "Rapid Learning Centers" equipped with carpets, drapes, formica desks, air conditioning—and audio-visual teaching machines developed by Dorsett over the past fourteen years. In these surroundings, Dorsett taught some fifty students a day for two hours—students who were two or more grade levels below the national norm. Achievement was rewarded with S&H green stamps or with free time in the student lounge. For completing one grade level in math or reading, pupils received transistor radios, and top students even got portable television sets.

An independent evaluator conducted periodic testing, and school officials marveled at the improvement the students were making. But in the final May evaluation, officials learned that at least a portion of the success was due to Dorsett's having "taught to the test," programing into the learning machines answers to questions the students would have on their national achievement tests.

Despite this setback, Texarkana administrators considered the experiment a success, pointing out that 250 of the 350 students improved an average of one-and-a-half grades, and only eight had dropped out. Dorsett received $105,000 in payment, just breaking even on the project. The program has been sponsored and funded by the U. S. Office of Education for five years at an estimated cost of $3-million. Because of the tainted test results, the Texarkana school board has contracted with EDL/McGraw-Hill for the second year of the program.

—SUSAN BOYER.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

new ideas are put together to produce a result. The primary reason for [his] success lies in the fact that he brings to the school a *well thought-out system* and operates the system free and *unencumbered by the school administration of the district.*" (Emphasis theirs.)

Within each school or school system where contracting has occurred and in the larger state and national programs, performance contracting has created pressure toward systems for learning. And some educators have gotten the message. For example, in Grand Rapids, Michigan, Elmer Vruggink, the assistant superintendent for instruction, says that performance contracts have taught him that "sometimes we scatter our efforts too widely; teachers must become more systematic. It is not so much *the* system, but merely being systematic, that will succeed." (Grand Rapids will have twice the number of contracted projects this year as it had last year.)

Within a learning center, terminology is pseudomedical: Learning managers "diagnose" what the student needs to learn and then "prescribe" the learning sequence each student will follow.

Testing has been the sticky wicket for learning systems, but particularly for performance contractors, whose payment is usually based upon test scores. Most contracts employ individual student scores on standardized achievement tests as the basis for paying the contractor. A number of the nation's leading testing experts have heaped scorn on this procedure, calling performance contracting a gimmick, highly questionable and invalid.

The culprit is the so-called grade-equivalent score. This score implies that a student is above or below grade level. The assumption is that tests provide precise yardsticks of student progress, and educators have allowed parents and school boards to believe in these scores. But these tests are not precise. As measuring devices for individual learning, they have the accuracy more of a fist than a micrometer. Henry Dyer, vice president of Educational Testing Service, called grade-equivalent scores "statistical monstrosities." The tests yield scores that can be treated as precise data, but these numbers are actually very imprecise. So many factors can influence these scores that they become virtually meaningless. Maturation, testing conditions, the timing of tests, student attitude, and pure chance can create statistical increases that would fulfill a performance contract without the student's learning anything.

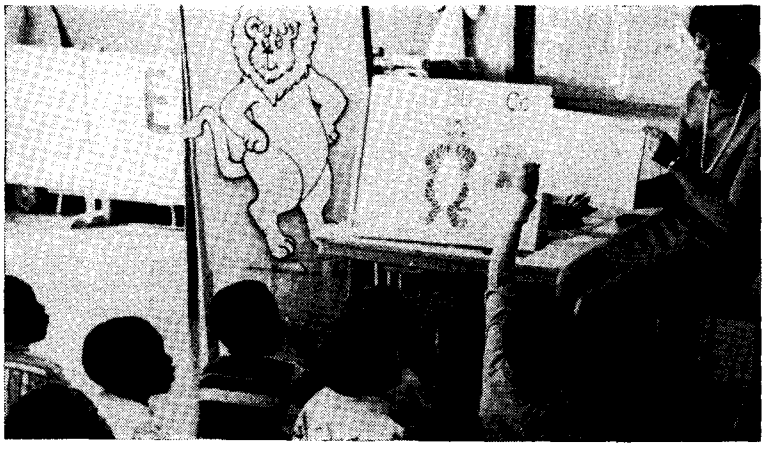
In recent months, some performance contracts have moved in more defensible directions—either using different kinds of tests, or employing more statistically reliable applications of standardized tests (which more adequately measure group performance than individual performance), or setting goals not requiring testing.

Nevertheless, scratch almost any performance contract and a defensive scream emerges over testing. Said one superintendent, "For better or worse or right or wrong, that's the way we do it! We let kids into college based on the SAT, and we let them into graduate school based on the Miller Analogy, and we let them into industry based on all kinds of standardized tests." No doubt, the testing and measurement of performance are the Achilles' heel of performance contracting.

How a student should be motivated to proceed through a learning system—

(Continued on page 76)

—*BRL*



Gary Gives a School Away

THE PROJECT in Gary, Indiana, represents the sharpest break with school traditions. In September 1970, the School City of Gary signed a four-year, $2.6-million contract with Behavioral Research Laboratories (BRL) of Palo Alto, California, to run an entire elementary school on a money-back guarantee basis. BRL promises to bring the 840 black inner-city students of the Banneker School up to or above the national average in reading and mathematics within three years or refund the entire cost per child.

Under the agreement, BRL annually is paid by the school board $670,000, or $800 for each student, the district's cost of educating each pupil in 1969-70. Out of that amount BRL pays teachers' salaries and rent on the school building, furnishes instructional materials, and provides an independent testing auditor. Money left over from these expenses is pure profit. Although BRL is rewarded for reading and math achievement, it has responsibility for all other curriculum areas, including social studies, science, art, and physical education.

BRL is dealing with a situation where 75 per cent of the children at Banneker read below the national norm, and the company has reconstructed the entire school, renaming Banneker the Contracted Curriculum Center. Students are grouped in non-graded "learning centers" according to ability rather than age. The company relies heavily on its own BRL-Sullivan reading and math programs, allowing students to work individually in workbooks and to proceed at their own pace, with day-to-day evaluations built into the materials. Teachers now work in teams, and their numbers were reduced last year from thirty-four to twenty-four. In their place BRL has sought active community participation in the school and has hired twenty-eight paraprofessionals at $4,000 a year—a significant saving compared to the average salary of $10,000 for Gary teachers.

The balance sheet for the first year of this controversial experiment is almost complete. End-of-school test scores for Gary pupils, prepared by the Center for Urban Redevelopment and Education in New York, should be available at the end of this month.

—SUSAN BOYER.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Open Classroom: Protect It from Its Friends

by MARILYN HAPGOOD

The open classroom in this country is at a critical stage. It promises release from the closed, desk-bound classroom in which American children have long been suffocating. Yet this promise is imperiled by its own most zealous advocates. There is a very real danger that the open classroom will go the same sad way as the "children's house" methods of Montessori and the "progressive education" of Dewey and be discredited by enthusiasts who have only half-understood its principles.

There is much to inspire enthusiasm about the open classroom method, especially as it is practiced in the best of the British primary schools. During a visit to England with my family last spring, I saw a number of these classrooms. Who would not want to emulate their atmosphere? There was a quiet hum of children working and talking together, moving carefully and purposefully in the room that was always crowded with children and things to learn from. Work went on all over the school—in the corridors, in the assembly hall, outdoors. The work of each child was his own, unique to him and respected as such. Yet the teacher was pivotal; children constantly conferred with her as she worked with individuals or small groups throughout the day. Always the classroom itself glowed with children's work in many media: paint, clay, fabric and paper collage, needlework, wood, calligraphy, bookbinding. No parent or educator anywhere would have to be told that such a scene represents good education.

Small wonder that American educators have tried to follow suit. Yet the result often is a poor copy. The class is "activity-centered," but the activity is often aimless and noisy, and sometimes destructive. Books are used very little, and children are allowed to disturb other children with dramatic play, carpentry, blocks, or musical instruments. The teacher is so busy trying to maintain some semblance of order that she has little time to help children individually or to record growth. The flexible order she admired in the British model has become chaos. Some children may well be asking to withdraw to a "quiet" room. Some parents may well be asking for a return to the Three Rs.

What has gone wrong? Partly, of course, there are problems that arise from crossing the Atlantic, a too literal aping of English practices without recognizing the real differences between English institutions and our own. Yet the root of the problem is the attempt of American zealots to accomplish instant reform—to arrive by one giant step at a kind of education that it has taken many small steps over many years to achieve in England, with many more still to be taken. We cannot reach anything like the English achievement without fully understanding the principles on which it is based, without going through the necessary process of preparation, and without developing the supportive methods to foster it.

The slogans that have heralded the opening of the closed classroom can easily become self-deceiving rationalizations for failure. "Children must learn not facts but how to learn" is one of the new pieties. Yet just what *do* children learn in order to "learn how to learn"? If children are not learning facts as an inextricable part of learning concepts, they may well not be learning anything. "Children must have freedom to grow" is another new piety. Yet a teacher who has not understood that the open classroom requires its own subtle kind of structuring—in which more freedom and responsibility are gradually built in for the children—finds that liberty without that subtle structure soon becomes license—chaotic, noisy, and unsatisfactory for the children as well as herself. Unless, that is, she deceives herself with another new piety: "The classroom looks like chaos but really isn't." Too often it really is. One of the problems of the open classroom in America today is that its advocates are too blinded by hope and jargon to see its problems as problems.

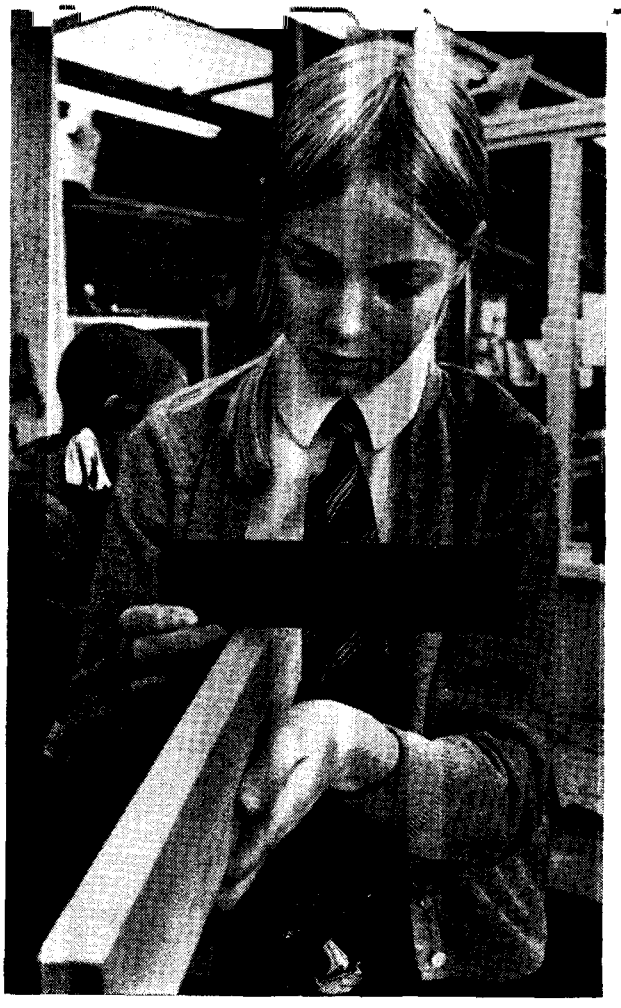
English educators are much more clear-sighted and candid. It has taken several decades to get as far as they have, and even now the fully successful open classroom is not a common

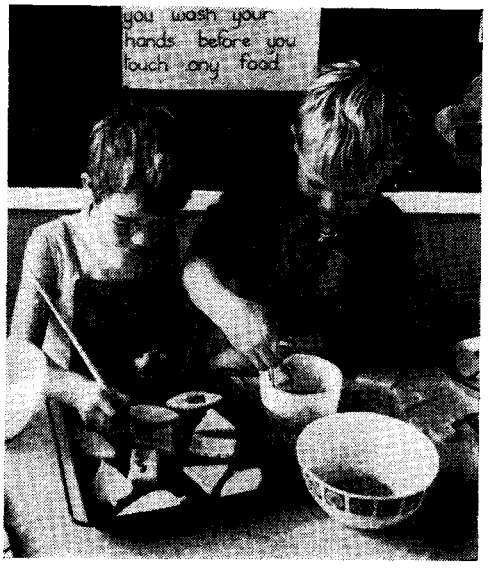
—Photos by Colin Davey, Camera Press, Pix

"We cannot match the English achievement without fully understanding the principle on which it is based, without going through the necessary process of preparation, and without developing the supportive methods to foster it."

As a Fellow in early childhood education at the University of New Hampshire last spring, MARILYN HAPGOOD visited numerous experimental open schools in New Hampshire and made the trip to England on which this article is based.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED





A British infant school—"There was a quiet hum of children working and talking together, moving carefully and purposefully in the room crowded with children and things to learn."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

achievement. Lady Bridget Plowden, chairman of the committee that researched and wrote the 1967 "Plowden report," *Children and Their Primary Schools,* emphasized how slow the rate of improvement has been, despite assists from extra funds for teachers, materials, and building in those deprived areas in England where children now are being given a more than equal opportunity.

Such realistic admission of difficulty can be a source of strength. The American pattern is often that of a teacher who, inspired by a summer workshop in open classroom methods, returns to her home school and tries to revolutionize her own classroom. After a brief period of failure that is almost inevitable (since neither she, her students, nor the community has been sufficiently prepared for the change), she abandons the new approaches as impractical. In England, the headmistress of an outstanding school told me: "The policy of the school is to run a free day when you and your children *can*. The teachers here are in various stages of doing this." This was true. Within the one school there were the several stages of the open classroom, from beginning to advanced. I found the same confident realism in schools that were not yet great. In the face of clear problems that they were the first to acknowledge, their teachers showed a secure sense of purpose and a strong assurance of eventual success. So patience breeds fortitude. The hard-won progress has, in the considered and widely informed judgment of the Plowden Committee, given England the best primary schools in the world.

Beyond patience and fortitude, what are the further secrets of English success? To begin with, they have not relied very much on the panaceas of programed instruction, educational hardware, or what one head called "the cauldron" of team teaching. There are magnificent classes in England that include none of these. One regularly sees one teacher coping in a small classroom with forty children in a Victorian building planned for traditional classes.

Moreover, the teacher's work is actively supported by administration, students, and parents in ways that suggestively differ from their American counterparts. For example, the English headmistress is not an "administrator" in the American sense. She is the head teacher, a master teacher. She is given remarkable autonomy in determining educational policy and practice in her school. Yet the most successful heads are anything but autocrats. They work closely with their staffs, often teaching alongside a teacher in a classroom. In fact, an outstanding English school is a team-teaching effort in the most profound sense, whether or not, as is rarely the case, the walls have been knocked out and classes thrown together.

The English teacher has an initial advantage over an American one in that English children are still traditionally obedient, soft-spoken, and mannerly. They are encouraged to help one another in the classroom. (During the term that our five-year-old daughter attended an Oxfordshire infant school, she had seven children "taking care of" her.) Furthermore, children commonly stay with one teacher for several years, so that she can know them and their families well.

Although the Plowden report urges that the "wastage" of parents be halted, there is a special relationship between parents and the infant schools that the American observer envies. Children are brought to school and picked up daily by parents with accompanying babies, prams, toddlers, and tricycles. There are no school buses; there is an easy opportunity for talk at the end of the day among headmistress, teacher, parent, child. Considerable respect is expressed by the parents toward the school, and it is difficult to understand the fears expressed by some heads I talked with that a parent-teacher association would "run the school." In fact, the Plowden report states that, among a number of schools "having outstandingly good relationships with parents," most have active PTAs.

But all the support in the world from parents and head teachers would not matter if the relationship between classroom teacher and student were not sound. That is the real heart of the matter, and the best English teachers are masters of a very subtle rapport with their students. One could never describe them as "pals." The language and tone of the teacher are friendly and at the same time clinical, implying the superiority of the teacher's *experience.* The observer is reminded of doctors and nurses with their calm competence. There is a firm nuance to every suggestion that says to the child, "I am sure you are going to do this," in a very reassuring way.

A combination of understanding that the child must do his own learning and that the central process of the teacher is as gentle but firm guide leads to the tone and authority implied in these quotations from a remarkable Oxfordshire teacher at work in her infant classroom:

> Off you go now, and come back and show me when you've finished those three.
>
> Jolly good, now you bring your book about the Normans and let me have a look at that, would you?
>
> Now just see if you could find out what twelve more would be.
>
> Martin, get on, would you?
>
> That's rather nice, isn't it? He's done it very carefully.
>
> You go and see if three feet eight inches is more than three feet ten inches.
>
> You *told* her. I wanted her to find out. Now you take her and show her where three feet ten inches are on the measuring tape. You can help her.
>
> I should do some printing with other colors if I were you.
>
> I'll see you in a minute, darling; would you just wait?
>
> Well, that's very good, because every time you've added twelve more. That's really your twelve times table, isn't it?

Good teachers have always needed wide competence, but the new informal education makes demands on the teacher that are formidable indeed. We have not faced this problem squarely yet in our teacher education. The famous English in-service weekend courses are one answer, particularly for teachers who are already trained.

"'It is easy to dream of a completely open school, one that opens in all directions into the community and the community into it. . . . A wiser goal would be to follow the advice of the English headmistress and 'run a free day when you and your children can.'"

Such a weekend, as I experienced it in Oxfordshire, is a subtle stretching of the teacher's life in many ways. It puts her in the position of the child as learner, helps her note the necessity for concentration, care, consideration for others, cooperation in keeping the working areas clean and the tools in the proper places. There are long waiting lists for these courses, and they offer many competencies—in crafts, music, poetry, reading, mathematics—

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

always with a workshop approach that mirrors the setting of the informal classroom that the teacher must understand.

Teacher centers, pioneered by the Nuffield Foundation in England, could be educational and money-saving for American school districts as well. They can serve several schools at once and also provide in-service training for the teachers. Recordings, tapes, films, and filmstrips are housed there, along with a great variety of other materials. Teachers can use the centers for sharing new ideas, discussing problems, making learning materials, catching up on professional books and periodicals, taking a workshop or giving one, checking out books and materials for classrooms.

The Nuffield Foundation has given teachers a central role in curriculum reform. In Leicestershire, I talked with a headmaster who asked each teacher of his school to give him at the end of each week an analysis of her experiences during that week: what had been attempted and what seemed to have been accomplished. This seems an admirable device for a teacher on her own who believes her work is important. Betsye Sargent's *The Integrated Day in an American School*, one American teacher's similar record, has just been published by the National Association of Independent Schools, and should be extremely helpful to others in inspiring genuine research in the classroom.

Obviously, there is much to be learned from the English model. But we should be true students of their example, not slavish disciples of it. American circumstances necessarily alter cases. You don't make a principal headmaster by changing his title or produce a master teacher with a summer institute. One of the outstanding training centers in this country, the New School of Behavioral Studies at the University of North Dakota, has estimated that it takes a teacher five years in the classroom to become a first-rate open classroom teacher.

How then to begin? Perhaps the first step should be a thorough preparation of the whole educational community. A small group of people dedicated to good education and hard work could be singled out from some of the groups that can effect change: school board members and school administrators at all levels, parents, teachers. Such a group could begin the process of educating the community about what good education is, through films, speakers, newspaper articles, or discussion. Each effort to reach people must be carefully planned to be brief, sincere, and powerfully honest in presentation. One community group began through a PTA action committee, which called on parents to fund a film-speaker series on new ideas in education. They were able to present outstanding speakers who were interested in this grass-roots approach to education, and are in the midst of an attempt to understand the schools as they are and as they might be. Another small community group met for interesting programs on education, with the public invited, and eventually enlisted the help of an educational foundation for retraining a pilot group of teachers.

—Colin Davey, Camera Press, Pix

Moral support for good education from the community is perhaps more important than money. Only when there are strong support and understanding in the community can a start be made toward change. Even a pilot program on a very small scale must be widely approved and understood before it is started, for it will almost certainly experience difficulties that will be defeating unless there be widespread faith, fortitude, and patience, and at the same time honest reporting about what is going on. There should be an open policy for visitors. Volunteer parents, instead of being wasted on teas and fund-raising, can after brief training be used in many ways, such as offering their own skills and experiences in the classroom, helping the teachers with housekeeping and making needed materials, serving in or organizing the library, even building a swimming pool, a recreation area, or a museum, all of which have been accomplished by parents in some schools in England.

Teacher retraining must be continuous; it cannot depend on one period of days or weeks but must extend over the first year and be offered at intervals in ensuing years. The training program should be two-pronged. First, it should offer teachers new competencies—skills in teaching children things they want to learn, especially in relation to the history and ecology of the community. All over this country there are proud, but perhaps dying, traditions; folklore, crafts, music, and dance of their own locality can enrich the lives of children. I went to school in west central Texas, and learned almost nothing of the vast treasure of knowledge that was on my very doorstep: The people who had once defended the well-preserved local fort, which was never visited by school children; the animals and plants of the Texas plains; the country legends, dance, and music; the history of Spanish conquest in that area; the Plains Indians and their lives there. Why did we never go looking for specimens, for artifacts, for people who remembered the old days? Why did we never learn about the colorful sheep industry, all-important to the community? Why did we never question the tumbled-down school in the Negro area? Why was the learning of school so removed from our lives? Possibly because the teachers never had been trained to use the immediate environment in their teaching.

A good informal teacher also needs to understand how children learn; the belief that children can sit passively and absorb information is defunct, but it dies hard and teachers must learn from firsthand *experimentation* that the child must actively do his own learning. Being lectured to about modern learning theory is not convincing to the teacher; working in the beginning with Piaget tasks for children and continuing on one's own to create learning situations to which children respond is an exciting challenge. The retraining program must offer these opportunities. The teachers of teachers

(Continued on page 75)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Patience and Expectation

Text by NANCY ROBERTS
Photographs by BRUCE ROBERTS

WEBSTER PARISH, LA.

Louisiana may seem an unlikely place for an innovative school for retarded children. But Central Cooperative School has been operating for two years now, and children who were once unresponsive—some almost catatonic—are beginning to relate to others for the first time. Youngsters from kindergarten level to age twenty-one—some with IQs as low as 30—are learning skills that will help them take an active role in life rather than be shunted aside at home or institutionalized at an early age.

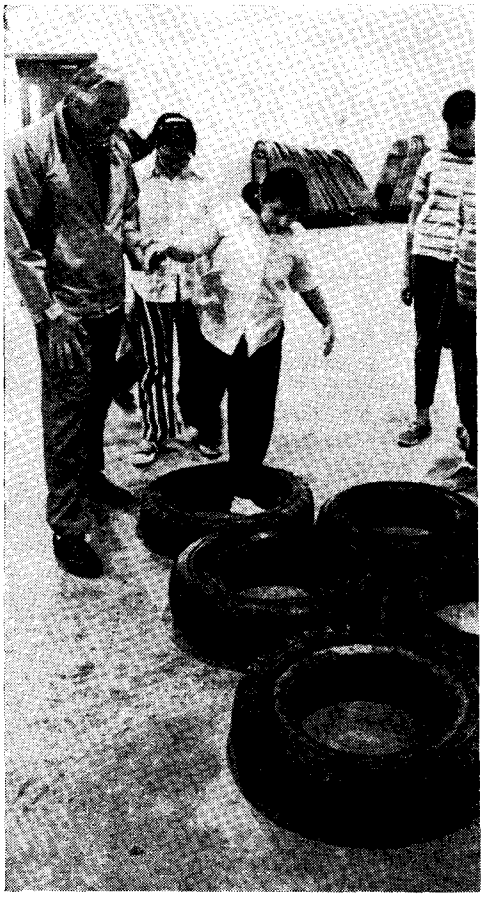
While the rest of the South struggled with the problems of integration, Central Cooperative, integrated voluntarily from the start, was struggling to reach minds that most schools would choose to ignore. Nonetheless, in 1969, the school failed to receive federal funds, and only the community efforts of parents, led by Special Education Supervisor Ralph Rentz, kept the project alive. Today the school is funded entirely by the Webster Parish public school system, which pays the rent on the school building and provides bus transportation from all corners of the parish besides paying the salaries of a full-time physical education director and four teachers.

Many of the children attending Central Cooperative had never before been inside a public school. Most people do not worry about getting these children to attend school. The biggest worry for educators is that these children do appear in school. Accustomed to dealing with normal children and with "special education" classes for those termed "educable" (IQ above 50), the professional educator often feels threatened by the trainable (IQ below 50) retarded child. Oriented toward academic and traditional vocational education, most educators still believe that written tests are the measure of what a child can learn. It is foreign to them to ask whether a child can actually accomplish a task regardless of his ability to verbalize it on paper. Trainable children are thus disqualified from the help they need because they cannot and never will be able to explain on paper tasks they may very well be able to do.

Central Cooperative doesn't go by the book. Its program is based on the premise that mentally retarded children need an educational environment tailored to their needs rather than an environment structured for normal children. For a trainable young person, "education" may be learning to dress properly, bathe oneself, answer the phone, dial a number, use public transportation and restroom facilities, and generally get about in the community. Children placed in institutions need not and do not develop these skills, and our institutions are filled with young people who might have learned to function successfully in the community if more educators regarded this kind of training as "education."

The quick-paced routine of the average school, where children must line up for a drink of water, go to the playground or library on schedule, is absent at Central Cooperative. These boys and girls cannot always take this type of pressure. Jenny, a cerebral palsy child, has difficulty expressing herself because she needs time to control her vocalization. Pressure inhibits her response further. She has problems controlling her hands, and last year could not walk in an organized, acceptable manner. Daily physical education has been the chief factor in bringing her walking up to an acceptable standard in one year.

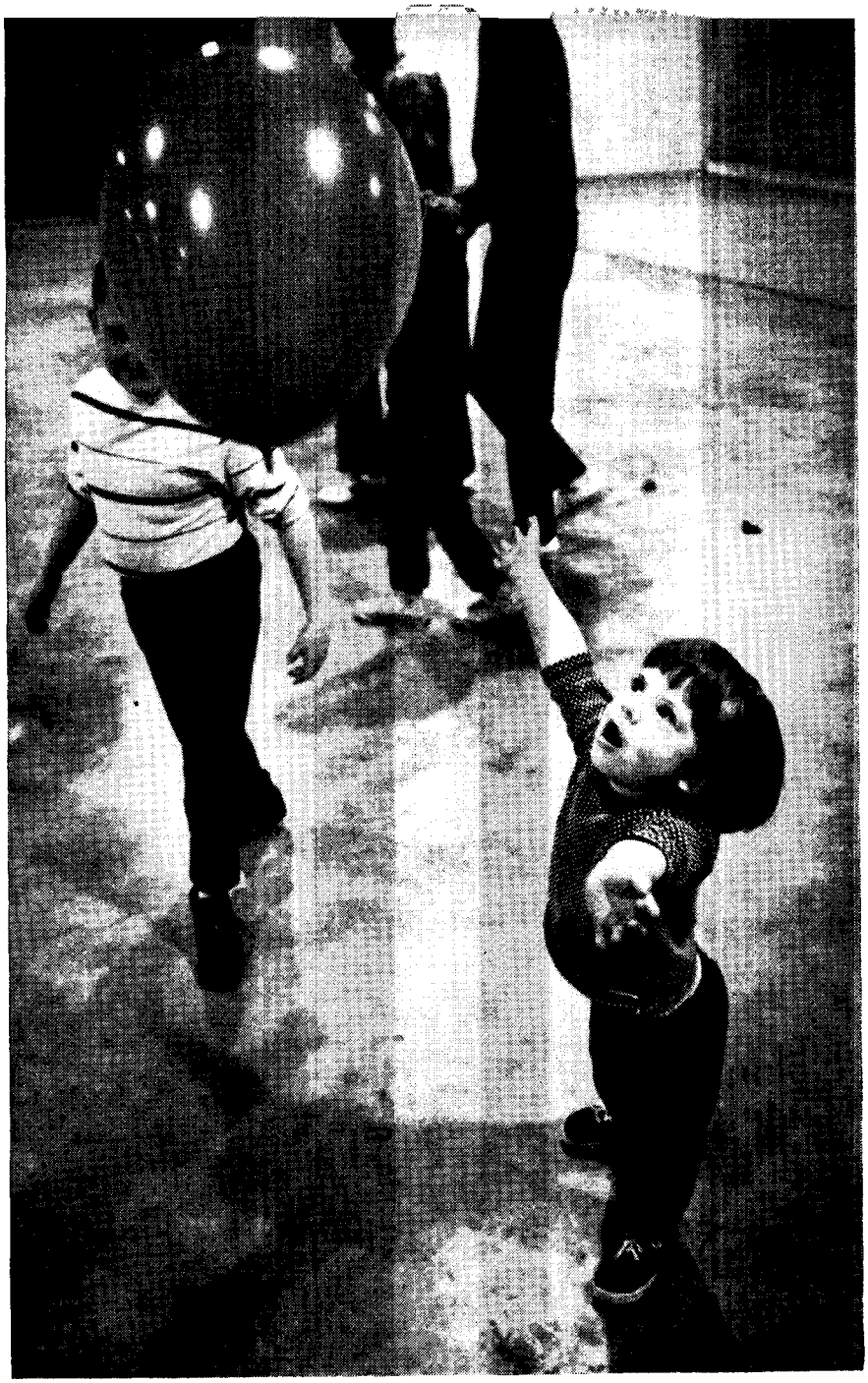
The professionals at Central Cooperative believe that physical control and performance are necessary before the child can learn conceptual skills—a theory gaining increased acceptance. Each day physical education director J. F. Heard has the youngsters running through tires, crawling the length of mats, hopping along first on one foot, then on the other, and racing after balloons. Exercises are made to seem like games. There are also team sports such as volleyball and basketball for those

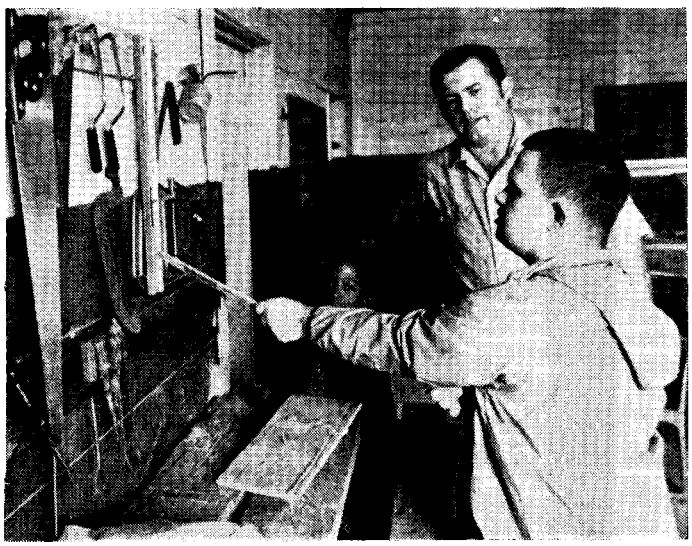


"At Central School, youngsters from kindergarten level to age twenty-one—some with IQs as low as 30—are learning skills that will help them take an active role in life rather than be shunted aside at home or institutionalized at an early age."

NANCY and BRUCE ROBERTS became involved with education for mentally retarded children through their son David, a Downs Syndrome child. Their book *David* recounts in words and photos the boy's growth during his first five years. Their most recent book is *Where Time Stood Still: A Portrait of Appalachia*, published by Crowell-Collier Press. Mr. Roberts is with Rapho-Guillumette Pictures.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED





who are able. And many children enjoy fishing in a stocked pond beside the school, unaware that they are learning eye-hand coordination as they master the rod and reel.

Behavior control is a priority. When Mrs. B. J. Bryan first saw Johnny, he had temper tantrums each day, in which he would hit and kick, seemingly unaware of anyone. It was three months before he began to respond to her as a person. The first thing she learned was that he enjoyed music, and would sit and listen with a group. He also liked working with a ball in physical education. Now he has learned to say "thank you," and his behavior has modified to a point where he can begin to be involved in group activities.

Teachers also instruct the children in personal hygiene. "You can't teach a child academics if you can't stand to look at him," a teacher admitted frankly. The youngsters are taught to dress themselves, match their clothes, bathe, blow their noses. A youngster with a skill but poor social habits may lose a job if this aspect of training is ignored.

Materials regarding the body help the children begin to think of themselves as persons. A mannequin is used to show the placement of body parts, and sometimes a part is hidden to see if the children notice what is missing. Self is as fascinating to retarded children as to normal children.

The attitude of the teachers is the greatest single key to the learning climate at Central Cooperative. The best word to describe it is "expectation"—the expectation that these children will achieve. The teachers believe in them, and for the first time these children believe in themselves.

The academic teachers are sensitive, flexible people. They are able to accept the necessity of repeating something many, many times before it is learned. There are usually seven children to a class and it is not unusual for a teacher to make seven lesson plans a day—one for each child. The teachers are working to call forth understanding rather than imitation, and they know that, with these children, it may take three years of imitation before the understanding is achieved.

With some of the children "precision

(Continued on page 75)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Touching Reality

HOW TO SURVIVE IN YOUR NATIVE LAND

by James Herndon

Simon and Schuster, 192 pp., $5.95

Reviewed by Benjamin DeMott

■ James Herndon's new chronicle of day-to-day life in American junior high schools is the work of a highly knowledgeable, highly amusing man. Herndon knows that kids dig Permanent Hall Passes. He knows that no pedagogical idea—not even a free-form, undirected, hang-loose, junior high open classroom in creative arts—is teacher-proof: Everything depends on the quality of the teacherly involvement. He knows that smart, hardworking, imaginative, decent kids can still, on occasion, be a serious pain in the tail for smart, hardworking, imaginative, decent teachers. He knows that kids who are bullied in school often bring it on themselves, and that teachers who stick up for bullied kids often do those kids more harm than good, and that no amount of knowledge of the dynamics of bullying can keep people like him from trying to cut bullies down to size. He knows that the win-lose, success-failure, fast track-slow track orientation of educational systems everywhere is, on the whole, an obstacle to learning. He knows that whether principals and other administrators are likable or mean doesn't matter much, because in the end these "leaders" always go with The System—and never, never, never make waves.

And above all he knows that the usual cant and clichés of educational argument—Permissivism versus Discipline, for instance—rarely move the ball down the field. This isn't to say for a moment that the question of classroom "authority" doesn't come up in *How to Survive*. It comes up repeatedly, because the book carefully details the history of several non-authoritarian dreams:

> Our main notion was that the kids didn't have to come to class unless they wanted to, so therefore when they did they would be quiet, listen, pay attention, read and work and we would have these great classes. My own vanity was that we would demonstrate how to use the school . . . and give the school a lesson in change . . .

The latter dream is at length given up, because neither teacher nor student knows how to nourish it:

> . . . the [non-directive] year proved to be the end of a road. The end of the road where people imagine (I imagined) that if you abdicate your total authority as an adult, then the kids will be free to choose what they want. The end of the road which says that if the adults do not make decisions about what to do, then the kids will be able to make them. The end of the road where we hoped that the students would tell us what to teach, how to teach. . . . What we were doing was offering the kids an intolerable burden. We offered to make them decide what they would do. But they couldn't decide, because they had been in school for seven years and besides that knew from their lives-long all about the expectations of their parents and of the country of America. They were not free, no matter how often we said they were. No more were we.

But in the course of dealing with these familiar problems, Herndon doesn't simply choose up sides. He has the kind of teacherly mind that grasps simultaneously how life ought to go and how in fact it does go—a mind that links reality and hope, constantly requiring each to acknowledge the other. And the effect of these acknowledgments is to replace tough-mindedness, beamishness, and other common sins of experts with warm, complex good sense. The principles and assumptions come clear in a twenty-page chapter called "How Teachers Learn," which describes a successful "experiment" in the teaching of reading:

> Nothing could have been simpler. Get a lot of books in the room, tell the kids to bring their own, go around during the period and sit with each kid for a couple of minutes and let him read a bit to you, read some to him perhaps, talk to him about the book and what's going on in it, point out (perhaps) this and that word, sound, and then let him go on and read it while you go over to the next one. Say over and over again—in the classroom, in the teachers' room, in your sleep perhaps—A good reading class is when the kids come in with their books, sit down and read them, and don't stop until the bell rings. Resist the urge to talk and discuss, resist the urge to watch the kids all happily working in the workbooks and programmed materials, resist the urge to motivate and to teach something to everyone at the same time, resist the urge to measure one person against another or everyone against any standard; resist every day all the apparatus of the school which was created in order to enable you to *manage* and *evaluate* a group, since it is just that management which destroyed the kids you have in your class.
>
> You must examine your authority for what it is, and abandon that part of it which is official, board-appointed, credentialed and dead. Then you must accept the natural authority you have as an adult, belonging to a community of adults which includes the kid's parents and relatives, all of whom expect the kid to get a "good education"—by which they mean he becomes literate and equal, not that he becomes a non-reading intellectual. Your assumption must be that being literate is a human facility, and everyone can do it, and that you teach *one person at a time* how to do it if he needs to know. Then you are a teacher, instead of a manager; not before.

Here as everywhere in the book—as in the author's earlier *The Way It Spozed to Be*—key terms in contemporary schoolmen's palaver are unassumingly redefined in a way that sets them on solid, human ground.

As goes without saying, Herndon's opinions about teaching aren't altogether unique; comparable views have been set forth in several books by school critics of the Sixties that have found large audiences. Few of these critics, though, possess the qualities of wholeness and genuineness everywhere visible in Herndon's pages. Holt, Dennison, Kohl, Kozol, Friedenberg, and the rest were and remain useful men (they've been admirably generous in praise of *How to Survive*, incidentally), but each in his way is touched by a kind of abstractness or unreality or school-centeredness or owlishness or softness—some feature of mind or character that momentarily shakes a reader's trust. James Herndon, on the other hand, stands removed from suspicion by virtue of humor, candor, unpretentiousness. Reading him, you think: Where else but in this country could a man as full, as funny, as loving, as subtle, as forthright, as effortlessly and exhilaratingly democratic, raise kids, teach kids, write books, drink, fish, laugh? A trustable, cheering book in black times, in sum, and may it win a million delighted readers.

Benjamin DeMott is professor of English at Amherst College and the author of two novels and four essay collections, the latest of which is Surviving the Seventies.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SCHOOLS WHERE CHILDREN LEARN

by Joseph Featherstone

Liveright, 180 pp., $5.95

SCHOOLS ARE FOR CHILDREN

by Alvin Hertzberg and Edward F. Stone

Schocken Books, 232 pp., $6.95

Reviewed by Edward Yeomans

■ Joseph Featherstone needs no introduction to American readers who have been attracted by the educational philosophy found in many British primary schools. Since his articles first appeared in *The New Republic* in 1967, they have had wide circulation. During the first part of that period they provided most of the available information about recent changes in British primary schools: information that whetted the appetites of a growing group of American educators. The articles reported those changes with accuracy, appreciation, and an awareness of the dangers of overclaim.

Now, four years and many books later, one rereads the articles in book form and is pleased to see how well they hold up. That is the first reaction. The second is a wish that the author had reworked his material before putting it into more permanent form. After all, a lot has happened to educational thinking in this country and in England since 1967. Some of his examples of good and bad schools have by now been superseded by others that need to be acknowledged. Omitting them gives the book a greater quality of datedness than it deserves.

Furthermore, Featherstone's view of the development of educational philosophy in this country since the 1920s is something less than fully informed. A thoughtful reading of the reports of the *Eight-Year Study* would not substantiate his claim that progressive education was "all too often unconcerned with pedagogy." This study was an evaluation of the achievement in college of the graduates of thirty secondary schools, public and private, that had adopted various forms of "open education." The records of these graduates compared favorably in most respects with those of students from a matched group of traditional schools and were superior in a number of significant categories.

Pedagogy, in the sense of "how students learn," was at the heart of progressive education and certainly of one of Dewey's greatest books, *Democracy and Education*. Had Americans clung more resolutely to this indigenous thinking, and had we been less put off by superficial or bizarre interpretations of it, we might have developed a momentum of our own without having to rediscover, through British experiences, what we were beginning to understand thirty years ago.

If Featherstone can be described as a farsighted reporter who knows a significant educational change when he sees one, Hertzberg and Stone come on as professional schoolmen (both are principals of public elementary schools) with a most uncommon sensitivity to children and to the learning process. To a good collection of specific observations made in the British classrooms that they visited, they have added pertinent excerpts from the many documents, both British and American, that are now available. This combination is powerful indeed.

Their book is more than another report, however. It is a conscientious attempt to identify those factors in the school environment that contribute to successful growth and learning in children, as well as those that retard or inhibit them. It draws much nourishment from British classrooms and writers, but it offers to American teachers and school administrators a variety of practical suggestions that could hardly be described as alien or even unfamiliar.

The chapters devoted to the various disciplines—the arts, mathematics, social studies, language, and science—take their cues from what was seen and heard in British classrooms. These anecdotes are occasionally compared with others that clearly have been gleaned from experience in very traditional schools. The effect is fairly devastating. Then come the practical suggestions—the What You Can Do—to help the teacher who wants to change her teaching style to a more perceptive, more involved one, but is not sure how to begin. Many of these suggestions will be familiar to teachers who have been encouraging individual interests in their children and, in fact, are already providing an open environment.

The chapters that deal with the learning environment and with the roles of teacher and administrator deserve special attention since these roles are pivotal in any significant change in education. Here are some sample quotes:

> If the child is to have a greater chance to make intelligent choices and to satisfy a wider range of interests, the learning environment can no longer be confined to the classroom. It must include the classroom next door, the halls, the yards, and the entire school community.

> Since the day is not fragmented into subject areas, and since there is not a teacher- or textbook-determined sequence, the child does not have to worry about completing tasks together with everyone else. His use of time, and eventually his own consciousness of it, become more natural to his pattern of working.

> In a way, our method of working with children seems to say that we don't really trust children to be on their own. Why else would we schedule the child so heavily, make sure that subject areas are covered in a certain order, hold on to grading, marking, and rating, and attempt to homogenize children into 'workable' groups?

The chapter on evaluation describes the techniques employed in British classrooms for record-keeping and assessment of progress in learning. Be-

—From "Schools Are for Children"

Hertzberg and Stone have combined specific observations of British classrooms with some practical suggestions for American teachers.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

cause these are highly subjective, they are bound to be controversial, for they place great—some would say too much—responsibility upon the teacher. Until the testing profession develops objective instruments that are appropriate for use in open classrooms, these devices are the best we have, and they are much less harmful to children than are the standardized group tests such as the Eleven Plus in England and similar devices in this country.

Finally, the contrasting roles of school principals in British and American public schools—or independent schools, for that matter—come in for some sharp attention, not by any means favorable to us. The British concept is that of a "head-teacher" who leads his faculty, is in touch with his students, often teaches himself, is quite autonomous professionally, and has time to be interested in curriculum, in individual children and their families, and in teachers and their problems. We, on the other hand, require an impossible variety of purely administrative tasks of our principals and then expect them to be "head-teachers" as well. It is a futile expectation.

The chief weakness of this timely and useful book is its lack of attention to the kinds of change that are required within the mind of a good traditional teacher in order to produce a good "open education" teacher. It is not enough to change the external environment, the classroom equipment, the groupings, the schedule, or the curriculum. Such changes, by themselves, could lead to bedlam and to discouragement with the whole idea. To be valid, these changes must follow, not precede, an inner change on the part of the teacher herself: a different way of seeing and thinking about children, about learning (including her own), about perception and communication, about discipline, about the function of feeling in learning, and about interpersonal relationships. Teachers colleges and schools of education do not prepare teachers for open education. Yet, there are ways of helping teachers to make those inner changes, ways that the English school authorities have developed through use of their advisory staffs, their workshops, and their teachers' centers. We are beginning to use similar devices in the areas of this country where open education has made a start. Not only initial training but follow-up support are indispensable to a movement that depends so greatly upon the competence of teachers.

Perhaps this will be the subject of the next book by Messers Hertzberg and Stone. They could do it well.

Edward Yeomans is associate director of academic services at the National Association of Independent Schools.

Letters to the Education Editor

Canadianizing Canada

IF, as Clive Cocking tells us in his "Americanization of Canadian Universities" [*SR*, Aug. 21], ". . . beneath the surface the differences [between Canada and the U.S.] are profound," how is it then that ". . . too many Americans do not become sensitive to these differences" if they are exposed to them? It is easy to understand how one could remain insensitive to *subtle* differences but not to *profound* ones.

Whether subtle or profound, important differences undoubtedly *do* exist between our two countries, but nowhere in his piece does Mr. Cocking discuss them. "Distinctively Canadian contributions to the world of knowledge" certainly range beyond the dissimilarities between a U.S. and a Canadian hamburger or between the Toronto and the New York subway systems. I for one am only too willing to be informed about such contributions. The article would not have suffered from lack of focus if its author had included at least a paragraph about them.

A. F. GRONBERG,
San Diego, Calif.

CLIVE COCKING'S article covered many Canada-U.S. ties I had never considered. On the other hand, I would have expected information regarding Canadians who are educated in the United States but who return to Canada to teach or to work. Specifically, what percentage of Canadians are educated in the United States; are they more highly regarded as job prospects than Canadians educated in Canada; and, thirdly, how heavily does the U.S. taxpayer contribute to the education of these Canadians? Mr. Cocking overlooked another potential cross-cultural influence.

MRS. R. A. STEIN,
Ames, Ia.

Russia's Schools

HAVING PARTICIPATED in seminars in education in Hungary and the U.S.S.R. in August of last year, I should like to add a few comments to Susan Jacoby's accurate and interesting article "Soviet Schooling: A Quiet Revolution" [*SR*, July 17].

I asked officials what the policy of Soviet schools was with regard to children whose parents complained of a teacher's attitude or personality. Apparently, the parent can go through channels, and an effort is made to improve the teacher-child relationship via the administration. One supervisor said if there is an insoluble clash, the child will be moved to a different class, but he avoided saying what happens if many parents of a particular classroom are dissatisfied. A superintendent, on the contrary, said that in such a case the teacher might be moved to a different class with which he operates better and stressed that a child should not be taken out of his "group"; the class, he said, is a microcosm of society and it is vital that its identity and totality as a society be preserved.

The wearing of school uniforms, we were told, is not strictly enforced, and a child can easily be excused.

Also, young adults find ways of avoiding teaching in rural areas—such as studying for sub-specialties that will lead to big-city assignment. Or they cynically state: "I should worry—I'll go teach in the hinterlands, but if the guys are too stupid or lazy to learn, it won't be my worry."

And while Marxism-Leninism is the basis of society and school, as Miss Jacoby quotes, we were told in Hungary that high-schoolers are too immature to study the original theory, and are taught to simply live by it, with analysis of original works reserved for the university.

MRS. H. L. REED,
Asheville, N.C.

IT WAS INDEED a surprise to read in the vivid report on Soviet schooling how much Soviet and American education have in common. On one point, however, Soviet schools are definitely closer to the schools of Western European nations than to American schools. Susan Jacoby states that parents in Moscow happily pay in order to get foreign language instruction for their children from second grade on rather than wait for obligatory instruction in fifth grade. This respect for the mind- and personality-building effects of early foreign language training puts them in full agreement with parents and school administrators in Western Europe. In contrast, in the United States, penny-pinching school boards and cultural isolationism are pushing foreign language instruction further up in age level and may eventually push it out of American education.

CHRISTINE TOTTEN,
Clarion, Pa.

ACTION Allowance

THE ITEM in the SCHOOLS MAKE NEWS column on "University Year for ACTION" [*SR*, Aug. 21] explained quite clearly how, in this new federal program, universities will recruit, select, and supervise students for one year of full-time work as volunteers in the fight against poverty. It correctly noted that students will receive full academic credit but incorrectly stated that "student volunteers will receive a subsistence allowance . . . estimated at $5,000 a year."

Volunteers will receive a subsistence allowance permitting them to live at the level of those they serve. In all likelihood, room and board, living allowances, health insurance, and other benefits for the volunteer will come to less than $3,000. The princely sum of $5,000 represents an estimate of the total first-year cost per volunteer, including transportation, training, and the cost of administration and supervision—a figure, I might add, that made the twelve pioneering universities, as well as the students, take a vow of poverty before agreeing to participate.

JERRY BRADY,
University Year for ACTION,
Washington, D.C.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Open Classroom

Continued from page 69

should be experts: craftsmen, scientists, historians, artists, master teachers in informal methods, psychologists. Administrators who would take on the role of headmasters should be students alongside their teachers.

If teachers can move into a classroom that offers them security at the same time it offers the students enrichment, everyone will have gained. A classroom in which students are beginning to be treated as individuals should not be the accomplished informal model we admire in England and should not try to be. It should be a conservative informal learning environment. In fact, in some ways it would be similar to the traditional classroom, but assignments in textbooks would be given *individually* to children and ticked off by the teacher when they are completed. Good provision must be made for children in activity areas once these assignments are done, and the activities should be integrated as much as possible with the textbook lives of the children as well as with their real lives. The activity areas often can be staffed by parents. With this degree of informality, there are many goals to be reached eventually. Gradually, there will be more emphasis on creativity than on conformity as the rich creative powers of the children are tapped. But from the beginning there can be a noise level that is civilized and child behavior that is, admittedly, dutiful but decorous. Children can have a chance to be educated to freedom while teachers learn to grant it.

A transitional approach also offers a teacher a more relaxed way to meet the needs of "problem children." One often hears American teachers talking of a child's problems as if these would explain, for the rest of the child's life, his inadequacies. A study of Sir Alec Clegg's *Children in Distress* may determine these teachers never again to use this explanation to excuse their own failure and frustration. Schools that do their job well can give such children the full, satisfying school lives that our society says it wants for all children. It may be that some children at the beginning of an informal program must be kept, as one headmistress told me, in the "classroom box" much of the day. Meeting the child where he is in development can allow the teacher much flexibility with order and freedom.

Most children are happy with the transitional approach; behavior problems are fewer than in either the traditional classroom or a "free" open classroom, and traditional teachers can make this transition and feel stimulated by the excitement of it. Parents regard this classroom as a distinct improvement over the lock-step arrangements of the traditional classroom. School boards, superintendents, and principals are all pleased with this quality of education. As the teacher becomes more skillful and the children more acclimated, more and more can be attempted without the threat of disaster.

It is easy to dream of a completely open school, one that opens in all directions. The classroom would always be the center, but its work would extend into the community and the community into it. Instead of having administrators stay in their offices, the parents in their homes, the teachers in their individual classrooms, the townspeople in their businesses, the children in their desks—all would be free to take part in a community effort in education.

A wiser goal would be to follow the advice of the English headmistress and "run a free day when you and your children can." Probably the earliest years of school will continue to be the most open. But Montessori foresaw real-life enterprise for adolescents, and some recent open experiments in high schools appear promising. Certainly, traditional classrooms will continue for those who prefer them. When we think of the future of education, we can be sure that we will never be content with what we are doing. As Robin Tanner, the great Oxfordshire adviser, has said: "Will it ever end? No, there is no end. And that's the joy of it."

Mentally Retarded

Continued from page 71

teaching" is far more effective than having them copy pages of words they then have trouble recalling. Instead, the teachers make word cards, and naming the words within a shorter and shorter time limit becomes a game to be reinforced by praise, candy, pennies, or whatever reward the child responds to best. Vocabulary consists of functional words, such as the days of the week, "stop," "slow," "go," traffic symbols, and restroom signs. Arithmetic deals for the most part with learning how to recognize quantities, everyday use of numbers, and handling money beginning with making change for a dollar. "Precision teaching" requires the child to come up with the right answer in an ever shortening period of time. If there is no speedup, there is no reward, and the teacher explains to the child, "You must do it in less time." If a person is to perform in real life, he must be able to react to a stop sign quickly or pay for an item in line without holding up everyone behind him.

Besides developing language ability, reading, numbers, and recognition of colors, the school also aims to prepare the students for a vocation. The great potential for these youngsters lies in repetitive vocational tasks and not in academic work. In the pre-vocational and vocational training department, Robert Mayfield is teaching Steve, a twenty-year-old Downs Syndrome (Mongoloid) youth, to handle and identify tools correctly. Steve's IQ tested below 30; yet he is now able to saw boards, and Mayfield hopes Steve will one day be able to work as a carpenter's helper.

Mayfield has persuaded several local business firms to give the students jobs. Seventeen-year-old Sammy will take a job driving a truck in September. Mayfield will go with him until he is sure Sammy knows how to carry out his duties properly. Jimmy is going to start work soon as a stocker in a grocery store. He loves putting things on shelves, and he knows where everything goes. Mayfield borrowed a grocery rack and goods from a store to help train Jimmy's natural ability.

Like other teachers at Central Cooperative, Mayfield tries to learn each student's aptitudes as he works with them in the shop. The object is to start where the child is, even if that happens to be the bottom rung of the ladder.

Central Cooperative School owes its existence to the courage of the Webster Parish public school system in using a different educational approach for trainable children. Its continuation is based on parents' pleasure over the progress of their children and their feeling that for the first time their child is moving toward a valid life experience.

Supervisor Rentz and his teachers take many boys and girls who would be denied entrance to most special education classes for trainable children. By teaching each child what he can learn, they build ability step by step, which is the basic learning process for all children. These successful experiences form the basis for a new self-confidence. Greater patience, ingenuity, and understanding are needed in these classrooms, but the goal is the same as that of any school—to prepare the child for adulthood.

LITERARY I.Q. ANSWERS

1g (Lewis), 2f (*Magic Mountain*), 3i (Lofting), 4h (Hawthorne), 5c (Stevenson), 6a (*Invisible Man*), 7i (*Treasure Island*), 8e (Smollett), 9b (*The Plague*), 10d (Trollope).

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 65

especially a student who habitually performs poorly in school—is a question about which contractors differ. Some assert that learning is its own reward. Some presume a bribe—by any other name—at the right moment helps; they use dolls, radios, Green Stamps, hamburgers, and trinkets as rewards or incentives. Some contractors emphasize praise and motivation. Others presume comfortable surroundings will motivate students, so they create colorful, carpeted, air-conditioned learning centers.

Some contractors have adopted the practice of "contingency management," which assumes that if the classroom environment contains appropriate rewards for desirable behavior, undesirable behavior will disappear. A few contractors take this theory seriously and train their staffs to use varied techniques of positive reinforcement.

The most intricate incentive system we witnessed was in Grand Rapids. It was conducted by Alpha Learning Systems, and teachers reinforced both good behavior and good academic work by distributing tokens (rubber washers in elementary school, paper money called "skins" in junior high). For a portion of the school day, youngsters go to a Reinforcing Events Room where they use tokens to purchase goods and activities they enjoy—for example, jump ropes, puzzles, soft drinks, candy, and toys for elementary children; pinball, billiards, soft drinks, candy, and dance music for adolescents. John Cline, the program director for Alpha, justifies the system in this way:

> When you put kids who are two or three years behind into that social studies class down the hall, and this kid is fifteen years old and reading at a third-grade level, and you say to him, "Read pages fourteen to twenty-one and answer the twelve questions at the end," what you're doing to that kid is saying, "Hey, loser! We want to reassert that you are a dummy! A loser! You have no inherent value!"
>
> And we do this to him time after time, day after day, year after year. Sure the kid believes he's a loser! He doesn't like himself. He doesn't like school. He doesn't like anything.
>
> And to expect that that kid is going to be intrinsically motivated to do anything in school is stupid! The way we justify extrinsic motivation is to say, "We've got to get him motivated. And since it is stupid to assume that he has any inner motivation, let's give him outward motivation to get him started."
>
> We hear from people that the kid should *want* to succeed. Well, goddamn yeah, he should. But he doesn't.

In the Alpha program, the teachers we met favored contingency management. We were impressed also and agree with Melvin Leasure, president of the Michigan Education Association, who says: "At first it was very hard to accept the extrinsic motivation. When we were able to see how it was used in Grand Rapids, however, we saw that the kids were motivated and that after a while the extrinsic motivation became less and less important. Apparently, it was doing the job without any possibility of permanent damage."

Implicit in the learning systems we have discussed is a mechanical conception of learning: Learning (of certain kinds) can be divided into discrete units; units can be labeled (with objectives) and tested. Students must acquire learnings—as many as possible. The system succeeds when the child tests 100 per cent. Learnings are things; since contractors are paid for student learning, learning, by implication, is a commodity to be bought and sold. Most performance contracting so far has tied simple, perhaps ill-conceived, goals to crudely designed monetary rewards for the successful contractor. Perhaps most performance contracts exemplify what Ivan Illich characterized [*SR*, June 19] as the school mentality: "Knowledge can be defined as a commodity" since "it is viewed as the result of institutional enterprise [and] the fulfillment of institutional objectives."

However, not all performance contracts have displayed this mentality; and they need not do so. "Performance" can be far more widely construed than it has been. Teaching methods can differ entirely from today's practices. And the use of incentives can be applied to others than private corporations.

We are encouraged by an extraordinary performance-contracted project in Cherry Creek, Colorado, in which teachers, not a corporation, contracted with the school district to try a new idea. "I-team" was a dedicated effort to create within the public school a very personalized program to provide potential dropouts with a meaningful, responsive educational program tailored to them—virtually a "free school" within the public schools. The contract calls for a salary bonus to the teachers if the program succeeds in achieving its original objectives. There are ten objectives ranging from changes in attendance patterns to change in academic work, from changes in attitude to change in social behavior.

Outside evaluators, using several different tests, unobtrusive measures, and personal observation, ruled on the program's success (and expressed their own amazement at how successful I-team had been). In the judgment of the evaluators, the performance contract provided a useful incentive for excellent teachers to perform at their best.

Performance contracts, then, need not necessarily purchase rigid learning systems for teaching reading or mathematics. They are one device for making changes in schools, and many kinds of programs could develop under them. John Loughlin, Indiana's new state Superintendent of Public Instruction, asserted recently that "the principles inherent in performance contracting are applicable to teachers, universities, and schools. Performance contracts are a process, not a solution within themselves. They take the untried ways out of the ivory tower and put them into the classroom. I see no reason why performance-contracted projects cannot be developed on the campus, in the halls of the state Teachers Association, the National Education Association, or the American Federation of Teachers."

Change is the keynote in talk of performance contracting, and with some justification. In at least some cases, parents see clear proof that kids learn; school boards find a new way to share responsibility and to seek federal funds; superintendents gain prestige as innovators; testing experts acquire some long-awaited attention; work and salary patterns for teachers begin to change; new professions in education begin to emerge; an opening has been made for entrepreneurs; and whole school systems seriously address fundamental educational issues.

There are modest changes, such as better ways to teach reading, to squeeze the tax dollar, or to sell more textbooks; and major changes, such as paying children to learn, ending the autonomy of the classroom teacher, shifting power away from old vested interests, even redefining what school is and what learning is.

It is also claimed that performance contracting stimulates change in the schools generally through the innovative example it gives, through the possibility it provides for school boards to experiment without high risk—they can claim credit for successes and blame the contractor for failures—through the provision of system design and management skills not usually available to the schools, and through simply shaking up the system so that it is easier to get change started and keep it going.

The most elaborate and most formal answer to the question of how performance contracting changes schools has been advanced by Charles Blaschke and Leon Lessinger. Blaschke, drawing

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

upon defense industry procurement procedures, planned the Texarkana project. Lessinger, then an Associate U. S. Commissioner of Education, funded it. Lessinger now invokes Texarkana as the best example of what he calls "educational engineering." This formal and complex process systematically links planning, teaching, and evaluation. Planning is in two parts. All interested parties are consulted until an entire educational project is outlined, based on specified needs—a process called "needs assessments." Then a Request For Proposals (RFP) is issued to competing companies, asking them to bid on the project.

After a contract is agreed upon, an outside evaluator to do the testing and final report and an "educational auditor" to superintend and attest to everyone's honesty (similar to a certified public accountant) are hired. Presumably, everything is the focus of community attention, open, and scrupulously honest. At the end of the year, a project will have had every opportunity to prove itself.

Blaschke has adapted the term "turnkey" from the building trades, where a contractor may accept full responsibility for construction of a building, then turn the keys over to the new owner. Similarly, an educational contractor may run a project for a year or more, then turn it over to the school system. This has occurred in some cities, including Texarkana, where in the third year, beginning this fall, the school system will run the program begun by the contractor.

Some contracts have followed the Lessinger-Blaschke model, from needs assessment to turnkey; but in many contracts, such as the one set up in Gary, the contractor was selected without competitive bidding. Most companies prefer to negotiate performance contracts without competitive bidding. Some contracts dispense with the evaluator, with the school board assuming responsibility for evaluation. Some contracts dispense with the auditor. Similarly, at the end of a project the school may accept the entire program, adopt part of it, or drop the whole thing.

Some experts assert that turnkey is a device for avoiding legal problems. If the contract specifies the school board's intention to turnkey a project, then, it is claimed, it abdicates no responsibility to the contractor. But the question of control of the schools remains one of the most difficult of all those raised by performance contracting.

The Gary contract, calling for the turning over of an entire elementary school, Banneker School, to BRL, was the boldest challenge to date, not only to tradition but also to the education establishment. George Stern, then

No drums, no trumpets, no crashing cymbals.

Bantam's new School and College Division doesn't need any fanfare. Our best instruments are books.

Books that speak with many voices: sad, gentle, angry, loving, inspiring voices. Books that get students out of their chairs and into a world where knowledge becomes action.

Like FUTURE SHOCK, which helps young people understand and cope with the revolutionary social changes they see all around them. THE GREENING OF AMERICA, which encourages the humane values that can combat cold technological forces. SIDDHARTHA, whose timeless wisdom can be applied to everyday problems and challenges.

Bantam has a reading list for every discipline and classroom situation. Our Teacher's Guides, written by professional educators, offer a host of practical, concrete suggestions to meet every student need.

We have an individualized reading level index for numerous books, prepared by Dr. Morton Botel, Past President of the IRA. And our all-purpose paperback—THE CREATIVE TEACHER—is the most comprehensive guide ever compiled on the use of paperback books.

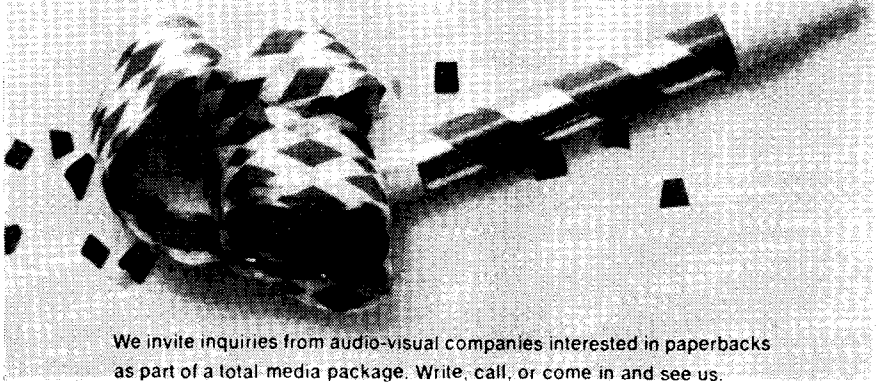
Bantam's School and College Division doesn't need any drums, trumpets, or cymbals. Real excitement lies within your students. Once they get into our books.

Write for free examination copies and Teacher's Guides to:
SCHOOL & COLLEGE DIVISION, DEPT. SR
666 FIFTH AVENUE, NEW YORK, NEW YORK 10019

A NATIONAL GENERAL COMPANY

BANTAM BOOKS, INC

Instead of making noise, we're making sense



We invite inquiries from audio-visual companies interested in paperbacks as part of a total media package. Write, call, or come in and see us.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

president of BRL, rejoiced that through the contract BRL had "gained the clout to implement all our ideas." But the reality wasn't as simple as merely signing a contract. Nowhere has the power struggle inherent in performance contracts been more explosive.

In the first skirmish, a summer ago, Indiana Attorney General Theodore Sendak, at the request of the state Department of Public Instruction, expressed his informal opinion that contracting for the operation of a public school by a private corporation would be illegal. School City of Gary (which is the name given to the city's public schools) and BRL felt compelled to modify their contract to reduce somewhat the school board's delegation of authority to the company. In late summer, state Superintendent of Public Instruction Richard D. Wells asked School City to consider planning for one year before beginning the project or, failing that, to hire BRL as consultant only; he offered Gary $20,000 to pay for BRL's consultant services. Not to be co-opted, School City chose to continue in its own direction.

When it became clear that neither Sendak's opinion nor Wells's advice had deterred the contract, the Gary Teacher's Union voted to strike over involuntary teacher transfers and other contract violations. School City countered by seeking a judicial restraining order, after which the union felt constrained to use its own grievance procedures. The results are still being argued.

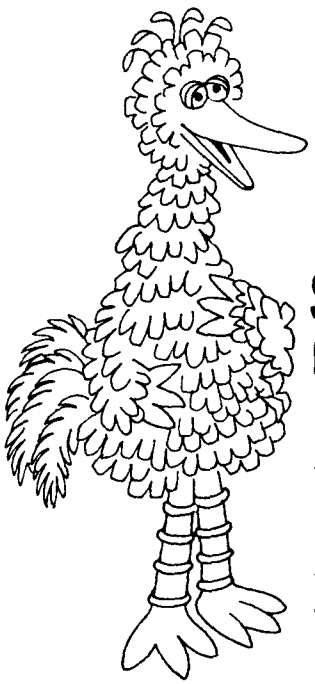
After extensive investigation, the state Department of Public Instruction in January challenged the legality and quality of the project: Classes were too large; state-adopted textbooks were being ignored; some staff were uncertified; only reading and mathematics had been taught. Some community elements in Gary and some school administrators joined with the state in insisting that subjects other than reading and mathematics be taught. BRL is paid only for reading and math test score gains, although the company contracted to operate the entire school; BRL argued that it had planned from the beginning to phase in a broader curriculum. It was phased in quickly.

"There is nothing uniquely innovative about the Banneker program," asserted a state investigatory report in February, "except the abdication of professional responsibility on the part of School City of Gary and the placement of primary emphasis upon building and maintaining a systems model instead of upon the children and their needs and interests." The State Board of Education decommissioned Banneker School in February, a move which threatened to cost Gary $200,000 in state aid and resulted in adverse national publicity.

Some changes in the program resulted quickly; a change also occurred in the political climate—Governor Edgar D. Whitcomb visited Banneker School just before the March state Board of Education meeting, calling the school a "worthy experiment." The board recommissioned Banneker School.

Finally, under School City's prodding BRL consented to run a 1971 summer program, using Banneker's teachers under BRL guidance, to produce an expanded curriculum that would be suitable for the wide range of academic ability found among the children in the school. Perhaps coincidentally, several BRL and Gary administrators connected with the project will not return this second year.

Similarly, performance contracting upset the national power structure in education. After a series of blistering resolutions at their August convention, the AFT established "listening posts" East, Central, and West to monitor performance contracting; its publications were filled with accusations, many of them embarrassingly accurate. And its *Non-coloring Book on Performance*



SESAME STREET MAGAZINE.

It's more than fun and games.

If you've ever watched a child watching Sesame Street, you know that learning can be involving and exciting as well as just plain fun.

Now the spirit of Sesame Street is in a magazine for your preschool child. It has the same educational goals, the same involvement, excitement and fun.

Each issue has a big four-color, fold-out poster, stories, activities and Spanish-English features. Ernie and Bert, Big Bird and other Sesame Street favorites teach the same things being taught on the show. And parents' pages help you help your child learn.

You get 10 issues for $3. Mail the subscription form right away so your child won't miss the first issue of the season. Don't let the fact that Sesame Street Magazine has educational goals bother you. It doesn't bother the children.

SESAME STREET MAGAZINE, Dept. SR-1
North Road, Poughkeepsie, N.Y. 12601

Please send SESAME STREET MAGAZINE to:

NAME OF CHILD: _____

ADDRESS OF CHILD: _____ (STREET)

_____ (CITY) (STATE) (ZIP)

YOUR NAME: _____

YOUR ADDRESS: _____ (STREET)

_____ (CITY) (STATE) (ZIP)

I am enclosing ☐ check or ☐ money order for $3.00 for a one-year subscription (10 issues), starting with the October issue.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Contracting is a vicious piece of political cartooning that has been reprinted widely.

The National Education Association (NEA) seemed to want, at first, to respond in the same manner as the AFT, but two of its locals signed contracts with the Office of Economic Opportunity (OEO), forcing the national organization to bite its tongue. The NEA was hardly solid on the issue, in any case. Its Michigan affiliate wrote and spoke very highly of the benefits caused by performance contracts in Michigan, and NEA locals elsewhere were at least respectful of projects in their jurisdiction.

Clearly, the final verdict on performance contracting is far from in. Some contracts have shattered complacency, inspired creativity, improved learning, and turned the spotlight of public attention on the quality of classroom instruction. But others have inspired greed and chicanery, created poor environments for children, and fomented unhealthy dissension.

Performance contracting has as its kernel a powerful idea: Someone other than children must bear the responsibility for whether children learn successfully. Who bears that responsibility, and to what measure, are questions loaded with dynamite. Surround these questions with money, risk, publicity, new teaching strategies, new people, new rhetoric, systems analysis, contingency management, and more, and it is no wonder that this recent, and thus far minuscule, phenomenon has raised such a ruckus in public education.

To date, most performance contracts have been primitive in design, method, and evaluation, their high-flown rhetoric notwithstanding. Results are beginning to be reported. Some projects undoubtedly will appear to do very well; others will be instructive as failures. All should be regarded with the kind of hopeful skepticism that greets the first trial of any new invention.

However, there are signs of emerging sophistication. Here and there, creative and knowledgeable people are questioning the narrow definitions of performance that have bred mostly mechanical teaching of basic skills; they are questioning the evaluation that places wholesale reliance on inappropriate tests; and they are sharpening their contracting skills so that projects of more than publicity value emerge.

If this sophistication grows and triumphs over the hucksters and panacea hounds who also flock to inventions, the performance contracts of the early 1970s could well be the first ripple of a new wave in education.

Answer to Wit Twister, page 40: hares, hears, share, shear.

NOW IN PAPERBACK

The controversial bestseller that's leading the assault on outdated teaching methods

Teaching as a Subversive Activity

Neil Postman and Charles Weingartner
Delacorte Press hardbound $5.95
Delta paperback $2.25

Plus these important and influential books on education

THE SOFT REVOLUTION *Neil Postman and Charles Weingartner*
Delacorte Press hardbound $4.95; Delta paperback $1.95

EDUCATION AND ECSTASY *George B. Leonard*
Delacorte Press hardbound $5.95; Delta paperback $2.25

THE TEACHER AND THE TAUGHT *Edited by Ronald Gross*
Delta paperback $1.95

ACADEMIC FREEDOM AND ACADEMIC ANARCHY *Sidney Hook*
Delta paperback $2.45

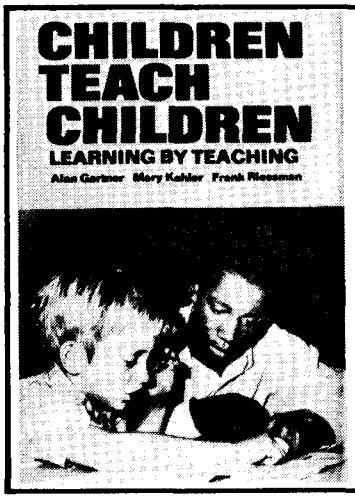
IF TEACHERS WERE FREE *Richard Renfield* Delta paperback $2.25

CAMPUS 1980: The Shape of the Future in American Higher Education *Edited by Alvin C. Eurich*
Delacorte Press hardbound $6.95; Delta paperback $2.45

THE ABSORBENT MIND *Maria Montessori* Delta paperback $2.25

3 Books by John Holt
THE UNDERACHIEVING SCHOOL Delta paperback $2.25
HOW CHILDREN FAIL Delta paperback $1.95 Dell paperback 95¢
HOW CHILDREN LEARN Dell paperback 95¢

DELL PUBLISHING CO., INC.
750 Third Avenue • New York, N.Y. 10017
Celebrating our 50th Anniversary 1921-1971



The first full-length report on current "Learning Through Teaching" projects

By Alan Gartner, Mary Kohler and Frank Riessman. Descriptions of youth-teaching-youth programs now in over 250 school systems, plus practical suggestions for expanding the concept into the mainstream of American education. "For those who seek new schools and especially for community control advocates, here is a new way." — Charles Wilson, former Unit Administrator, I.S. 201, New York City. Illustrated, $5.95 at bookstores or direct from **Harper & Row, Publishers,** 49 E. 33rd Street, New York 10016.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New Books

Walk, Run, or Retreat: The Modern School Administrator, *by Neil V. Sullivan, with Thomas D. Wogaman and Ruth Barshay (Indiana University Press, 182 pp., $6.95);* **Every Kid a Winner: Accountability in Education,** *by Leon M. Lessinger (Simon and Schuster, 239 pp., $7.95),* differ markedly in their response to changing times. Sullivan draws from personal experience, which he yearns, at times immodestly, to share with those seeking to overcome current educational problems. Heavily exclamatory, profuse in romantic recollection, he speaks of humble origins, team effort, early rising, and service-club rapport, and urges emulation. Lessinger, by contrast, proposes an intriguing new approach whereby the kind of performance contract common in major building construction would be applied to school teaching for maximum educational value from tax dollars invested. Termed "educational engineering," this notion of public accountability would depend on bids to fulfill specific educational goals on the part of "knowledge firms" liable for efficiency. Widely diverging in their approaches, these two volumes help define the possible choices for remedying modern public educational complexity.

The Courts and Higher Education, *by John S. Brubacher (Jossey-Bass, 150 pp., $7.50),* fills the present need for a resource offering information on recent U.S. court opinions on student, faculty, and administrative rights and responsibilities in light of university disruptions. Issues at stake include race, protest, dismissal, publication, academic freedom, autonomy, religion, and taxes. Particularly enlightening is the doubt shown to grip the campus struggling to reconcile university discretion with judicial due process. Helpfully indexed, this book sustains the quality of Jossey-Bass's higher education series.

The Urban Education Task Force Report: Final Report of the Task Force on Urban Education to the Department of Health, Education, and Welfare, *by Wilson C. Riles, chairman, foreword by Congressman Jeffrey Cohelan (Praeger, 369 pp., $12.50);* **Conflicts in Urban Education,** *edited by Sheldon Marcus and Harry N. Rivlin (Basic Books, 196 pp., $6.95);* **Pickets, Parents, and Power: The Story Behind the New York City Teacher's Strike,** *by Barbara Carter (Citation Press, 178 pp., $4.95),* further pursue elusive solutions to metropolitan educational crises. Thorough, revealing, and clear, the Riles report offers an excellent recapitulation of the circumstances that have led to programs for "overcoming difficulties" rather than ones for "capitalizing on strength," with the white middle-class pupil ever the model in question. Essays by the Reverend C. Herbert Oliver and Albert Shanker in the Marcus/Rivlin book point up the tension between community control and teacher unionism that typifies the contributors' widely varying viewpoints. A product of gifted journalism, the Carter title supplies an impressive account of power politics in an educational context. Each book merits attention.

Kent State: What Happened and Why, *by James A. Michener (Random House, 559 pp., $10),* is bound to enjoy lasting status as a dramatic example of historical reconstruction. The joint effort of a compelling writer and a determined research team, *Kent State* reveals the attitudinal complexities surrounding four violent days that culminated in tragedy. Richly descriptive, Michener's account glides from character sketches and interiors to impressive panoramas smoothly spliced with close-up portraiture. Yet the author appears keenly conscious of the difference between symbol and actuality. His contrast between Mary the "epitome of grief," mourning the slain Jeff Miller, and Mary the "fourteen-year-old runaway" leaves no doubt concerning his quest for cogency and balance. Striking photographs round out this dynamic interpretation of a campus disaster.

Soviet Preschool Education, Volume II: Teacher's Commentary, *edited by Henry Chauncey, introduction by Urie Bronfenbrenner (Holt, Rinehart and Winston, 218 pp., $5.95),* complements a previous Educational Testing Service translation, *Soviet Preschool Education, Volume I: Program of Instruction.* A translation of Soviet professional papers, *Teacher's Commentary* stresses the importance of developing the "collective consciousness" early in a Soviet child's life. Initial chapters treat physical, social, and intellectual care of infants aged one through three. Later sections discuss proper moral education.

Man, Education, and Manpower, *by Grant Venn (American Association of School Administrators, 281 pp., $6),* bestows upon hard data an unusual readability. This is a densely informative book about historic shifts in work concepts from production to occupation orientation. Venn's sketch of schools yesterday, today, and tomorrow and his understanding of individual as well as national needs place his book among the best yet. Tabular summaries and a bibliography further strengthen this important inquiry into federal educational involvement.

—JOHN CALAM.

The Public's Schools

Continued from page 61

of the organization. Formerly, membership was by invitation only. In order to reach a wider audience, as well as to provide partial support for the organization, membership is now open to all who agree with NCSPS's goals, with the exception of practicing teachers and administrators, and a membership fee of $10 has been established. (This exclusion of professionals from a citizens organization is understandable, but we hope that an associate membership for teachers and administrators will be established as a step, within NCSPS itself, toward developing the complementary relationship between the public and professional educators that the National Committee seeks in the nation at large.) Opening its membership to all interested laymen will provide NCSPS with new channels of communication to active citizens across the country and, at the same time, will make the experience and the information services of the National Committee more immediately available to local and state groups working for school reform.

The character of the organization is reflected most clearly, perhaps, in the attitudes of its active members toward crucial educational issues. At the NCSPS ninth annual conference last spring, a poll of the members showed that more than two-thirds were willing to tax themselves at a higher rate for support of education, in contrast to 37 per cent of the nation at large, according to a recent Gallup poll. Similarly, 90 per cent of NCSPS members believed that schools were not interested enough in new methods, and that curriculums should be changed—in contrast to 20 per cent of the national sample in each case. Finally, more than 90 per cent of the National Committee members favored greater student involvement in curriculum affairs, matters affecting teachers, school rules, and dress, in contrast to 30 to 40 per cent of the public generally.

As the only national citizens group addressing itself to major education reform, the National Committee for Support of the Public Schools (Suite 102, 1424 Sixteenth St., N.W., Washington, D.C. 20036) promises to become a strong and effective force for school improvement in the decade ahead. Certainly, if citizen action is to perform its crucial function in helping to chart new directions for education in an age when unprecedented demands are being made on the schools, national support and leadership for that effort are badly needed. The NCSPS deserves the strong support of all those who share its goals and its concerns. —J. C.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Writer's Demotion

Continued from page 40

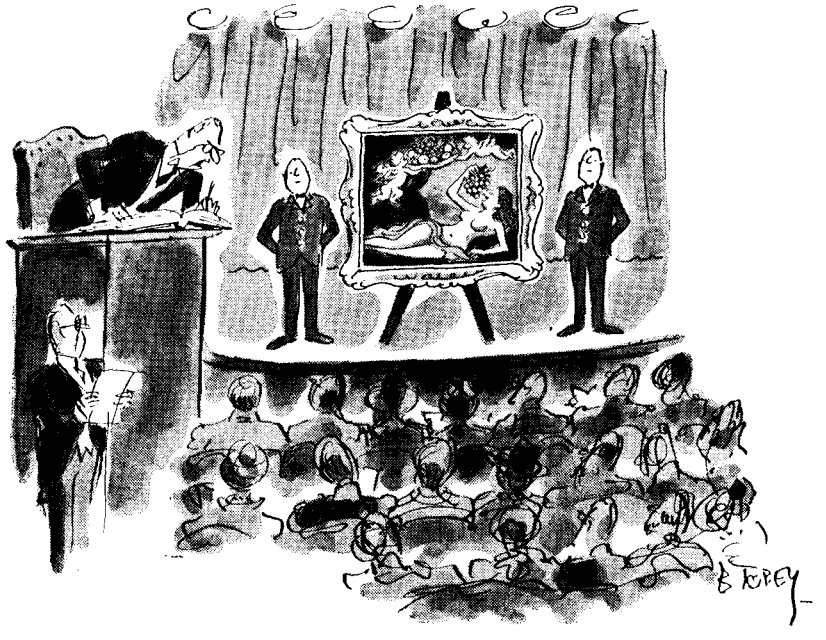
is not to suggest that the dissolute life is a prerequisite to major creativity or that the battle of the imagination can only be fought at the barricades. But it does seem significant and more than a little ominous that such a large proportion of the contributors to the little magazines—and, for that matter, the big commercial ones—will be described in biographical notes as members of university faculties, writers employed to teach writing to writers, owners of farms outside Little Rock or Iowa City, where in their spare time they raise corn and pigs; or they may be Connecticut exurbanites, free-lance editors in New York, storekeepers in Scarsdale—all so evidently respectable, responsible, and ordinary. One can hardly blame a writer or anybody else for surviving as best he can, and the alternatives to the middle-class life are clearly not what they were. Nevertheless, it is one thing to live conventionally and quite another to accept and live by the values of convention, to become as trivialized imaginatively as the life one leads. Sometimes it seems the conditions of average existence can produce genius, but most often they produce averageness, the kind of averageness that in writers consists not so much of pedestrian experience as of pedestrian vision.

Over and over again in the little magazines one encounters stories about the small housekeeping details of life, the sweaty anxieties of simple, average people, the sexual daydreams of bored housewives, political intrigues in university English departments, the suicidal impulses of adolescents who do not feel loved, the suicidal impulses of old folks who do not feel needed. The stories, in other words, are about the usual situations and distresses of the world we all inhabit. They are familiar. They may seem trivial. They may even be boring. But the problem is not the subject-matter, although surely one of the hazards of writing about contemporary American life is that its banality can perhaps be accurately rendered only at the level of soap opera. The problem is rather that in most cases the author's conception is as banal as his subject-matter—banal in the sense that he and it seem to be locked into the same system of values. And just as he has been unable to imagine an alternative to those values, so he has also been unable to imagine a way of endowing his subject-matter with a significance that would elevate it from the level of soap opera to the level of art.

The idea of the writer as an exceptional man is uncomfortable, perhaps because so seldom demonstrable, at the present time. Yet it is a measure of just how far we have fallen that in the great period of modernism the idea was not simply taken for granted: it was a concept of such liberating force that from it the movement derived much of its creative confidence and authority. Margaret Anderson provides evidence for this in *My Thirty Years' War*, the first of her three autobiographical volumes (Horizon, slipcased set, $25). In recalling the history of her association with *The Little Review*, which is also the history of her incurable schoolgirl crush on art and artists, Miss Anderson describes—without explicitly setting out to do so—the various elements that helped to account for the remarkable productivity and high evangelical fervor of those early renaissance years. She makes it plain that in *The Little Review* she saw herself as carrying on a crusade to stimulate a major revolution in the arts; that her function—indeed, her sacred mission—as a little magazine editor was to provide an outlet for work of high quality which could not be published elsewhere because it violated existing taboos or was too radically honest; that an absolute belief in the supreme value of art, in "Life for Art's sake," must be a first article of religious faith; that the artist, to the extent that he is a genuine shaper of consciousness, is in fact an exceptional man, superior to other men by virtue of his talent and intelligence, and would necessarily be anti-bourgeois in his attitudes and values, if only because bourgeois society is the enemy of artistic freedom, is corrupted by materialism and hypocrisy, and exists in a state of spiritual paralysis, which is a form of death.

These sentiments may be old-fashioned now, and surely they seem romantic in the extreme, especially so in Miss Anderson's phrasing of them, for she appears to have lived in a condition of permanent gushy euphoria about everything connected with the artistic life of her time. Yet, although the facts may to some extent deglamorize her claims, they do nothing to invalidate them. Miss Anderson was surrounded by artists, many of whom actually were exceptional people. She took part with them in an extraordinary creative experience. She recognized earlier than most just how extraordinary it was; she made her vital contribution to it; she saw it reach fruition and come to an end. In 1929 she announced: "Our mission was accomplished; contemporary art had 'arrived'; for a hundred years, perhaps, the literary world would produce only: repetition." To which *The New Yorker* replied: "A little smug but, to date, not very inaccurate."

Not very inaccurate, yet in the perspective of the present time not really accurate enough. The literary world has undoubtedly produced repetition in the sense that we continue to move around and around in the circle of imaginative possibilities marked out by modernism, and even our efforts to break out are so often only self-defeating attempts to escape from our most central interests and experiences and to exchange an inherited but unsurpassable mode of vision for a merely defiant eccentricity. But it would seem truer of our present situation to say that modernism has ended not so much in repetition as in conventionality and professionalism. Many of its governing attitudes now belong in the public do-



"Come now, ladies and gentlemen, this is no time for levity! Do I hear a bid of ten million?"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

main and have become part of the chic metaphysical décor of mass culture. Others have been discredited because they do not conform to the pieties of mass culture. A belief in the artist as exceptional being is now open to the charge of élitism. The anti-bourgeois stance is an insult to our militant egalitarianism. We have seen the old individualist avant-garde dissolve into a proletariat composed of great numbers of interchangeable minor and major-minor talents, literary engineers, pitchmen, writers whose profession is not writing but being writers. The universities and women's clubs subsidize a whole vaudeville industry of poets who travel around the country ostensibly bringing culture to the provinces but mostly selling distraction for the bored, doing their best to act the part made scandalous by Dylan Thomas, reminding us through every bellow, wiggle, and twitch of genitals that the vitality so often missing from the poetry is not really missed. The demonic and outrageous have become costumes for the personality rather than qualities of the work.

Some of their more illustrious colleagues may appear on television and become beloved by millions, not because they are writers but because one may talk like a Mississippi carnival freak and another can always be counted on to say something obscene. Still others may be asked to join the staff of writers' conferences, where they are likely to be valued not for their knowledge of writing but for their ability to comfort the customers, tell the sweet little old ladies what they are paying their money to hear, and generally behave like Good Old Boys, living examples of the truth that anybody indeed can become a writer.

As the barriers have fallen that formerly separated talent from mediocrity and achievement from publicity, so the old taboos have been erased that once made it daring to write honestly about sex, a criminal offense to publish *Ulysses*, and a service to literature to run a little magazine. The thirty years' war of modernism has long been won. It is now possible to write about anything in whatever language one chooses, and clearly almost anything can be published almost anywhere. Writers have become not only socially acceptable but positively fashionable. Our benevolent civilization has taken them in, given them security in the middle class and status in the world of show business. A place has even been made for huge quantities of little magazines that are no longer considered the least bit subversive. We have been freed at last to create the major literature we knew would be produced as soon as the forces of censorship and repression were overcome.

"There must be someone there who knows something about the Thirties or Forties."

World of Dance

Continued from page 59

As for the company itself, it is promising. It is not ready for international tours as is its dazzling folkloric parent, but the boys are eager and earnest, and the girls are pretty, with sexy Latin figures (no toothpicks here) and with solid technique and polish supplied by Miss Happee. Incidentally, the choreographers are not all native, and the repertory doesn't yet have a focus. The company is still unresolved whether to be traditional, modern, or experimental.

NEW YORK.

Quite the prettiest, and most winning, movie to be seen these days is a British production, *Peter Rabbit and Tales of Beatrix Potter*, distributed here by Metro-Goldwyn-Mayer. It is performed by members of the Royal Ballet (including its choreographer, Sir Frederick Ashton), with Erin Geraghy in the extremely fleeting role of Beatrix Potter, the Victorian girl so frustrated by the sterile society in which she was brought up that she made up a world of her own with animals, and, starting when she was thirty-six, published the tales in book form, with her own irresistible illustrations. (At fifty, she married, stopped writing and drawing, and lived happily ever after.)

In the film, the character of Miss Potter is so minor that it would have been better to eliminate her entirely. Her creatures take over, but there is no dramatic line. In brief, it is too little drama for adults and too much ballet for children. But now we go on from there, and all will admit that, visually, the movie is sheer heaven!

The sets and costumes by Christine Edzard (she and the producer, Richard Goodwin, her husband, adapted the Potter tales for the screen) are stunning, and there are just no words to describe the magical masks of Rostislav Doboujinsky. For myself, I could look at these masks, costumes, and settings over and over again, with supplementary expressions of gratitude to Reginald Mills, the director, and John Lanchbery, composer-conductor.

So just go and look. The whole secret of enjoying this movie is to *look*. It is neither gripping nor effective as cinematic narration. But it is ever so pretty, and Sir Frederick himself is adorable as Mrs. Tiggy-Winkle (the hedgehog), Michael Coleman is a soaring Jeremy Fisher (frog), and what can I tell you about the pigs and the mice —the latter involved in a mad party— who are irresistible? Don't look for more than glimpses of either Beatrix Potter or Peter Rabbit. But at what is there, *look*!

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Survival of the Fittest?

Send for your copy of this environmental poster from Saturday Review. Printed on coated stock, poster measures 22″ x 28″ $2.00 postpaid. Send check or money order to: POSTER. SATURDAY REVIEW, 380 Madison Avenue, New York, N.Y. 10017

Gentlemen: Please send me_____copies of the SR environmental poster at $2.00 each. My check or money order is enclosed.

NAME

ADDRESS

CITY STATE ZIP

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted, personal services, literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of Saturday Review. Rates for a single insertion, $1.40 per word, 10-word minimum. Count 2 extra words for Box and Numbers; Phone Numbers count as two words. Rates for multiple insertions:—52 times $1.20 per word each insertion; 26 times $1.25 per word each insertion; 13 times $1.30 per word each insertion; 6 times $1.35 per word each insertion. Full payment must be received eighteen days before publication. We forward all mail received in answer to box numbers. Mail to be called for at this office will be held 30 days only. Address Classified Department, Saturday Review, 380 Madison Avenue, New York, New York 10017.

LITERARY SERVICES

MANUSCRIPT TYPING. Also tapes. Ambassador Office Service, 10 East 49th Street, NYC, 10017. PLaza 5-1127.

MANUSCRIPTS PROFESSIONALLY TYPED. Tape recordings transcribed, STILLMAN ASSOCIATES, 1394 Third Avenue, NYC 10021, TRafalgar 9-9177.

WORDS! WORDS! WORDS! Speeches, articles, novels, family histories. Robert Hogrogian. 201-489-0637.

MANUSCRIPTS, REPORTS, writing, editing, typing. All subjects. Reasonable. Personalized. Confidential. Professional team at work. RC RESEARCH, 11 Ontario, Oak Park, Illinois 60302.

LIBRARY INFORMATION and research service. Literature searches by professional librarians. All fields. Photocopies furnished. Box D-159.

PROFESSIONAL AUTHOR, provable major credits, will write, rewrite, research, edit. Any subject, media, style. Confidential. Box 337, Atlantic Beach, N.Y. 11509.

CREATIVE WRITING-Research-Collaboration-and Editing. Any subject! Experienced and published staff members. Ellis Research Associates, 135 Ridge Crest Drive, Santa Fe, New Mexico 87501.

BOOKS

COLLECTORS! Our worldwide contacts help build your collection. All fields, A to Izzard. Book Landing, 1615 Montana, Santa Monica, California 90403.

SAVE TO 84% on publishers' overstocks. Free catalogue. Reader's Service, 1060 Twin Silo Lane, Huntingdon Valley, Pennsylvania 19006.

BOOKS SEARCHED. Free quotes. R. Murphy. 200 West Brookline, Boston, 02118.

LAST WHOLE EARTH CATALOGUE—448 pages, $5.35. Saturday Booksellers, 507A Fifth Avenue, NYC, 10017.

MIDDLE EAST—Arab World—Israel books, nonprofit prices. Free bimonthly listing. Ameu, 475 Riverside Drive, NYC, 10027.

OUT-OF-PRINT BOOKS SUPPLIED. Kendall Gaisser, Booksellers, 1242 Broadway, Toledo, Ohio 43609.

FIRST EDITIONS, rare books: Catalogues for year $1.00 (refundable). Libraries purchased. Minkoff, Rowe Road, RFD 3, Great Barrington, Massachusetts 01230.

GOOD USED BOOKS—Wide variety, intelligent selection. Libraries buy regularly; you can too! History, fiction, social sciences, literature, miscellaneous subjects. Write for lists. Editions, Desk SR, Boiceville, N.Y. 12412.

MANUSCRIPTS WANTED: academic type subjects of general interest. 516-822-4022.

25% OFF most current general interest books including Best Sellers. Orders filled in under 48 hours on 200,000 current in-stock hardcover titles. Request order forms or subtract discount from list price, add 39¢ handling and send check or money order to: BOOKQUICK, INC., Box 1058, Department 104, Somerville, New Jersey 08876.

LITERATURE FOR LIBERATION($). Free illustrated catalogue. Times Change Press, 1023-A Sixth Avenue, NYC, 10018.

FOREIGN BOOKS

THE FRENCH BOOKSHOP. 700 Madison Avenue (62nd Street),NYC, 10021, where French books are sold exclusively. List sent on request.

BOOKPLATES

FREE CATALOGUE. Scores of beautiful designs. Personalizing and Special designing. ANTIOCH BOOKPLATE, Box 28A, Yellow Springs, Ohio 45387.

UNIQUE GIFTS FOR ALL OCCASIONS. Handsome contemporary or antique Bookplates. Send 25¢ for catalogue, refunded with order. BERLINER-McGINNIS, Box 5B, Nevada City, California 95959.

OUT-OF-PRINT

YOU NAME IT—WE FIND IT. Satisfaction guaranteed. INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California 90212.

CINEMA CATALOGUE MONTHLY. 50¢ (coins). Dels, 17303-G Gard, Artesia, California 90701.

NAME THE BOOK. We'll get it! Free search service. CHICAGO BOOK MART, P.O. Box 613-B, Chicago Heights, Illinois 60411.

BOOKS LOCATED without obligation. Coleman Locator Service, 12524 East 212th Street, Lakewood, California 90715.

TAINTER'S CHICK BOOKSHOP, Temple, N.H. Books on anything and everything. Try our search service for that certain book.

ART

CHRISTMAS CARDS, wrappings and gift items reproduced from the collection of the Walters Art Gallery. Send 25¢ for catalogue to: Dept. SR, Walters Art Gallery, 600 North Charles Street, Baltimore, Maryland 21201.

COLLECT FINE ORIGINAL ETCHINGS and lithographs by the world's great artists including Rembrandt, Picasso, Rouault, Soyer, Landau and Florsheim. Free illustrated catalogue and Master Print Supplement. (Mail 25¢ for handling.) Associated American Artists, Studio 8, 663 Fifth Avenue, NYC, 10022.

FINE HAND COLORED ANTIQUARIAN PRINTS after Daumier, Winslow Homer, Hogarth, Rowlandson, others. Hundreds of subjects, including law, medicine, marriage, school, business, baseball, tennis, golf, caricature photography, ships, American cities, portraits. Catalogues on request. Please mention your special subject interests. Orbis Pictus, Studio 4-H, 150 East 50th, New York, 10022.

WALNUT CREEK, CALIFORNIA area residents. Art History Course. 19th century French art. $20.00. 415-934-6318.

RECORD MART

FREE 64 PAGE CATALOGUE offers hundreds of recordings of rare Renaissance, Baroque and Classical music. Introductory records as low as $1.00 each! All late recordings. In Stereo only. MHS Records, Box 932-SR, New York, 10023.

SHOW ALBUMS—Rare, Out-of-Print LPs. Large list 25¢. Broadway/Hollywood Recordings, Georgetown, Connecticut 06829.

MAHLER SCHOLAR? In league with Grieg? Boyce your choice? They're alive and well and appear frequently in "Masterpieces in the Mail," offering LP treasures at bargain prices. For free subscription write: Dept. SRC, The Record Hunter, 507 5th Avenue, NYC, 10017.

MUSICAL INSTRUMENTS

HARPSICHORDS with the most beautiful sound, from North America's leading makers. For brochure send 25¢ to SABATHIL & SON, 1084 Homer, Vancouver, B.C., Canada, or John Allen, 500 Glenway, Bristol, Virginia 24201.

NEUPERT HARPSICHORDS. CLAVICHORDS. Oldest, finest. Free catalogue. MAGNAMUSIC, Sharon, Connecticut 06069.

MUSICAL INSTRUMENTS

YOU'LL NEVER KNOW how well you can play it until you hear yourself play it on the Bechstein. Piano Imports, John Wanamaker Philadelphia, 19101.

BURTON HARPSICHORDS—Professional instruments in kit form, Burton Jacks (patented), $195 to $650. Write Herbert W. Burton, 917 "O" Street, Box 80222 (S), Lincoln, Nebraska 68501.

NEUPERT AND SABATHIL HARPSICHORDS. Financing available. John W. Allen, 500 Glenway, Bristol, Virginia 24201.

PIANO INSTRUCTION

LEARN POPULAR PIANO — Short, interesting course. Bernard Spencer, M.A., Steinway Hall, COlumbus 5-1418 NYC.

BACK NUMBERS

SATURDAY REVIEW is offering for sale bound copies of the magazine covering part or all of the following years: 1964, 1965, 1966, 1967, 1968, 1969. Charge: $10 per book. Reply Box D-458.

LANGUAGES

WORLD PEACE REQUIRES ESPERANTO. Text, record loaned Free. Esperanto Library, Dept. SR, Middleton, Wisconsin 53562.

SPORTS EQUIPMENT

LIGHTWEIGHT BACKPACK and mountaineering equipment. Imported, Domestic Canoes and Kayaks for day trips, voyageuring, or whitewater. Free catalogue. Moor & Mountain, Dept. 42, Main Street, Concord, Massachusetts 01742.

TEACHER INSTITUTES

INTERNATIONAL MONTESSORI Teacher Training. Enrolling now. B.A. required. V.A. approved. Montessori Center of N.J., 175 Glenridge Avenue, Montclair, N.J. 07042. 201-783-5030.

SCHOOLS

PARENTS—FREE ADVISORY SERVICE. Independent schools; summer study, private camps visited and personally evaluated. Write, indicate child's age, grade, interests, educatonal needs. Recommendations made and 352-page 31st Annual Educational Register sent without obligation. Vincent-Curtis, Room 202, 224 Clarendon, Boston, Massachusetts 02116.

DARROW SCHOOL — Coeducational boarding school. Rugged outdoor environment. Emphasizing community involvement, individual talents. Balance of responsibility and freedom. College preparatory. New Lebanon, N.Y. 12125.

HIGH SCHOOL STUDENTS: Three Vermont schools now offer joint opportunity to study on each of three campuses plus four weeks in Europe, all within September-May academic year at regular $3,500 tuition. Chance to specialize one term in program of your choice: language, ecology, drama, etc. Write: Vermont Tri-Campus Option, Craftsbury Common, Vermont 05827.

VERSHIRE SCHOOL—Coed secondary school combining pioneering (our 4th year), scholarship, adventure, work, creativity. Staff background Foreign Service, business, education, Peace Corps. Blending also Peace Corps approaches (study in Mexico, Europe) and imagination with desirable traditional goals. Near Dartmouth. Magnificent scenery. Thirty horses and indoor riding ring . . . all very secondary to warm, outstanding education. Vershire, Vermont 05079. 802-685-4547.

COLLEGES

GERMANY—FRANCE—SPAIN—ENGLAND—SCHILLER COLLEGE, Liberal Arts. See "STUDIES ABROAD."

ADULT DEGREE PROGRAM for well-informed, highly motivated adults 26 and over wishing to complete liberal arts undergraduate education. Two-week resident periods on Goddard campus alternate with six-month independent study projects carried on at home under faculty supervision. Program leads to Goddard Bachelor of Arts degree. Write Box S, Adult Degree Program, Goddard College, Plainfield, Vermont 05667.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

COLLEGES

CHAPMAN COLLEGE. See ad under Studies Abroad.

COLLEGE DROP-OUTS: We concentrate on the educational redevelopment of selected students, including poor achievers, with unrealized learning potential. Educational Development Center, 23 Adelbert Street, Berea, Ohio 44017. Dept. SR or Educational Development Center, 165 East Tenth Street, Claremont, California 91711, Dept. SR.

REVERE LEARNING. Independent study. Creative guidance. Ph.D. humanist. 212-662-2503.

FOR THE GOURMET

WINEMAKING KIT—$4.98. Free catalogue and recipes. Jim Dandy Wine Supplies, Box 30230X, Cincinnati, Ohio 45230.

CAPTAIN SKIP'S LIVE LOBSTERS—We ship live anywhere in the U.S.A. Brochure on request. P.O. Box 99, Dept. SR, Gloucester, Massachusetts 01930.

NONESUCH MENUS—2 new tested gourmet menus each month (5 printed recipe cards each menu), cooking hints. $2.00 each month. P.O. Box 762, Lake Forest, Illinois 60045.

PERSONALS

SHERLOCK HOLMES AND KINSALE CLOAKS. LONDON BOBBIE and CLADDAGH capes. Avoca and Miller Irish tweeds. Avoca blankets. Tempting cottons. Carol Brown, Putney, Vermont 05346.

TALENTED. UNKNOWN AUTHORS. Write what you please as long as it's lively, gets attention. Weekly newspaper seeks articles, essays, short stories. Here is opportunity for hearing before alert, intelligent NYC audience. By-line. 2¢ a word. 500 to 1,200 words. Manhattan East, 157 East 86th, NYC, 10028.

IMPROVE YOUR ENVIRONMENT! Plant a think tank! Details, LaFitte's Hideaway, Box 4324, Carrollton Station, New Orleans, Louisiana 70118.

RECORDERS—FINEST MAKES. Largest music selections. Free catalogue. RECORDER CENTER, Amenia, N.Y.

INDEPENDENT SCHOOLS—Testing, evaluation, recommendation of an Independent School for your son or daughter. John H. Emerson, 12 Summer Street, Hanover, N.H. 03755.

FRENCH SANS TEARS! Emphasis on perfect accent. Introductory offer two ½ hour lessons $5.00. BU 8-0881 NYC.

OLD LETTERS WANTED. Authors, scientists, military leaders, musicians, American statesmen, etc. Collections and important single items bought and sold. Especially interested in literary material. Catalogues issued. Walter R. Benjamin Autographs, 790 Madison Avenue (at 67th), New York, 10021. 212-RE 4-3902 Established 1887.

UNIQUE, DISTINCTIVE personalized address labels. Brochure. Pirogue Pier, Box 4324, Carrollton Station, New Orleans, Louisiana 70118.

WHAT YOUR ANCESTORS put in the attic you'll probably find at the New York Flea Market, 26th Street and 6th Avenue, Sundays, 1-7.

GREAT GIFTS from a great museum. Christmas cards and gifts reproduced from the collections of the Detroit Institute of Arts. Send 25¢ for illustrated catalogue to Sales, Detroit Institute of Arts, Detroit, Michigan 48202.

HARPSICHORDS AND CLAVICHORDS—New Flemish harpsichord, curved bentside, uncompromising classic construction and detail, $295. Other kits from $100. Send for free brochure. Zuckermann Harpsichords, Inc., Dept. S, 160 Sixth Avenue, New York, 10013.

SLEEP-LEARNING Equipment—Alpha devices. Strange catalogue free. Autosuggestion, Box 24-SR, Olympia, Washington.

KODACOLOR PRICE-BREAKOUT—Perfect prints, 8 or 12-shot rolls, $2; 20-shot rolls, $3; 36-shot rolls, $5. Money-back guarantee. We pay postage both ways! Send $$ and film; write for mailer. Mystic Color Lab, Box S-144, Mystic, Connecticut 06355.

FREE BOOK. Prophet Elijah Coming Before Christ. Megiddo Mission, Dept. 14, 481 Thurston Road, Rochester, N.Y. 14619.

PERSONALS

VAN BUREN: Author of in-process biography of eighth President seeking primary or arresting material. Box B-125.

CARIBBEAN BOUND? Send for your copy of "Saturday Review in the CARIBBEAN." 40-page booklet containing more than a year's worth of articles and features on the Caribbean from the pages of SR. $1.00 postpaid. Saturday Review Booklet, 19th Floor, 380 Madison Avenue, New York, N.Y. 10017.

KENNEDY CENTER OPENING NIGHT PROGRAM plus EXCLUSIVE SAMPLER RECORDING OF LEONARD BERNSTEIN'S "MASS"—The very same 144-page Program Magazine received by the opening night audience September 8th at the gala opening of the John F. Kennedy Center in Washington. A genuine collector's item. Plus an exclusive 7-inch recording of Bernstein's "Mass, a Theatre Piece for Singers, Players and Dancers," commissioned expressly for the opening of the Kennedy Center. *A full recording will not be available until 1972. Opening* night Program/Magazine and Recording only $6.95. Add postage and handling, 50 cents plus local taxes. Available only while they last. Saturday Review Programs, Dept. SC, 380 Madison Avenue, New York, N.Y. 10017.

CITRUS SEASON begins November. Shipping Florida's finest Grapefruit and Oranges to 47 states, Canada and Europe. Free Brochure. Airport Fruit Shipper, Miami International Airport, Miami, Florida 33159.

POSTERS (over 300, many antiwar), buttons (over 175), patches, bumper stickers and other peace items. Wholesale and retail. Catalogue with pictures 25¢ (refund 1st order). BIG-LITTLE STORE, 1077 Mission, San Francisco, 94103.

RESEARCH, writing, translations, expertly done. All topics. Reasonable. Professional author. Alex White, Allenhurst, N.J. 07711.

OUTRAGEOUS THINGS by mail. Catalogue 25¢. Durgin, Box N2065A, Hanover, Massachusetts 02339.

TOP CASH PAID FOR LETTERS and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure. "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 77th Street, NYC, 10021. 212-628-1666.

MUSIC FOR THE HIGH HOLY DAYS. Commemorative 120th Anniversary Album 12" LP. Newly commissioned settings of beautiful traditional Hebrew melodies; 19th Century liturgical classics. Thrilling performances by Cantor Paul Kwartin and Union Temple Choir. Composers: Rossi, Byrd, Bloch, Reik, Gerovitch, Sulzer, Lewandowski. $5 postpaid. Union Temple of Brooklyn, 17 Eastern Parkway, Brooklyn, N.Y. 11238.

SENATOR GEORGE McGOVERN: "Margret Hofmann's VIETNAM VIEWPOINTS is among the best works in print on the Vietnam war." For this constructive and conciliatory handbook (400 selected statements, essays, observations, cartoons, photos!), send $1.50 to Futura Press, Austin, Texas 78704.

LETTERS OF AUTHORS, scientists, statesmen, musicians, military leaders, etc. bought, sold. Collections, single items. Catalogues issued. Kenneth Rendell, 620 Bristol, Sommerville, Massachusetts 02144.

GENUINE BUCKSKIN JACKETS and hundreds of unique leather items. Send 50¢ for buckskin money poke and big color catalogue. Berman Buckskin Company, Dept. 37, Minneapolis, Minnesota 55401.

RECORDERS (FLUTES) KUENG SWISS import $10.95 up; Purcell from $6, Student Special, Corelli $5; Recorder Instruction Kit, Soprano Recorder, Method Book, three 7" LP Instruction Records, boxed, $5.95, add sales tax and shipping $1.50. Recorder Music Methods. Guitar Music. Free catalogue. 9-1-C, HARGAIL, 28 West 38th Street, NYC, 10018.

WE COPY AND RESTORE old photos and documents. Repro Associates, Sonith Building, Pine and Daly Streets, Indianapolis, Indiana 46202.

MEDITATION? Practice invokes knowledge, evokes insight. First year, bimonthly training course free. Write: MEDITATIONS, Box 566, Ojai, California 93023.

DRESSER SETS—We replace brushes, combs, mirrors, etc. HESS REPAIRS, 168 East 33rd Street, NYC, 10016.

METROPOLITAN OPERA POSTERS. Free brochure. Fiesta Arts, Inc., Greenvale, N.Y. 11548.

PERSONALS

TOP NAME PERFUMES: 25% off. Perfume Advertising, Box 48, Ardmore, Pennsylvania 19003.

MAKE YOUR OWN delicious gourmet soups and stews from scratch. Large, live Diamondback Terrapins $2.50 each; dozen $24.00. Ray Singleton, Riverview, Florida 33569.

GIVE FAVORITE BOOKS, magazines in leather, cloth for Christmas. Brochure 25¢. Classic Bindery, P.O. Box 572-18, Mendham, N.J. 07945.

EDUCATIONAL MATERIALS—publisher desires books, games, etc., to promote with own line. Meridian House Inc., 21 Charles Street, Westport, Connecticut 06880.

THE HUMANIST MANIFESTO. Victory strategy for '72. America needs this book! Send $2.25. Cypress House, Box 217, Miami, Florida 33156.

STELTON? Ferrer Modern School? Alexis/Elizabeth Ferm? Ex-Steltonites gathering information-memorabilia. Joanne Burbank, c/o Marton, 96 Fifth Avenue, New York, N.Y. 10011.

25% OFF current Best Sellers. Read details under Books. BOOKQUICK, INC.

THINKING MAN'S LETTER STICKER: "Eschew Obfuscation," 100/$1.50; 200/$2.50; 500/$5.00. Wry Ideas, Rye, N.Y. 10580.

ALPHAPHONE™ headset—brain-wave trainer. Free literature. Aquarius Electronics, Box 627-C, Mendocino, California 95460.

RICHARD'S BOOKS—Samplers $1.00. Want one? Richard Liebow, Box 99444, San Francisco, 94109.

FREE CATALOGUE: Low direct prices. Diamonds, Sapphires, Silks, Cosmetics, Crystal, Hunting, Fishing, Camping Supplies. Herter's Inc., Dept. CS, Waseca, Minnesota 56093.

FLEMING BOTTLE CUTTER. Recycle no-return bottles into attractive goblets, glasses, candleholders, bowls, etc. Complete instructions. Learn in five minutes. Practice conservation at home, club or scouts. $9.95 postpaid. The Environmentals Company, Box 96S, Ashburnham, Massachusetts 01430.

LEFTY? Or wish to please someone who is? One of life's many minor annoyances lies in a deck of playing cards. Ordinary playing cards are hard for a lefty to see (try it!). Our special design cards are easy to see from any angle, so both lefty and righty players can use them at the same time. $3.00 will bring you two matching decks of these plastic coated special design playing cards plus information on our other fine products intended to smooth out little irritations in the daily life of a lefty. Send check or m.o. to The Aristera Organization, Dept. S4, 9 Rice's Lane, Westport, Connecticut 06880.

CREATIVE KITS. Macrame Belt $5.00, Stained Glass Leading $15.50. Burwell Studios, Richmond Street, Clifton, New Jersey 07011.

PERPETUATE NAME in Federal proprietary records. Lasting Gift. Details $1.00 (allowable). Justice, 1816 Queens Lane, Arlington, Virginia 22201.

AMAZING ESP party game. Fascinating, scientific! Up to six players. Rush $3.00. Jeanne's, 4625 Whitepine, Box 1881, Cedar Rapids, Iowa 52406.

DISCOVER YOUR ANCESTORS—preserving this history for your descendants. 33 modified genealogical fan charts accommodating eleven full generations, binder, instructions. $4.95 postpaid. Donald Pitcher, Box 64, North Haven, Connecticut 06473.

MR. PRESIDENT KIT! "Write" to the top. Stamped envelopes, stationery, etiquette. $1.95. Door 26, 3131 Southwest Freeway, Houston, Texas 77006.

SITUATIONS WANTED

IS THERE A CURATOR of art or an author or a book publisher who is unhappy because he doesn't have an assistant who can relieve him of petty details and keep his desk (and his mind) clear for creative and important undertakings? If so, young woman, 26, highly trained, is ready to offer skills, intelligence, dedicated effort. Box D-134.

(Continued on page 86)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SITUATIONS WANTED

(Continued from page 85)

MALE ENGLISH B.A., 24, parle francais, music background, seeks creative position in Boston or elsewhere. Box D-456.

PIANIST-SINGER, man, for posh cocktails and dinner restaurant. Expert nostalgia. New York area. Box D-431.

BOOKKEEPER (F/C, through financial statements) seeks connection with an established firm or institution. 15 N, 175 West 12th Street, NYC, 10011.

NONPROFIT or creative job. Scholarly bachelor, small private income, Yale B.A., M.A. 1958. English. Writer, magazine editor. Relocate anywhere, ideally to college town or art colony. Box D-429.

MANAGEMENT EXECUTIVE, extensive hi-level business experience. Heavy systems, data processing background. Mail marketing and fulfillment. B.A., J.D. Seeks position educational institution, foundation, public service organization, publisher. Box D-462.

EMPLOYMENT OPPORTUNITIES

EXECUTIVE DIRECTOR for National Membership Organization seeking to strengthen the United Nations through political action. Involves administration, lobbying and speaking. Headquarters in D.C. Applicable experience. Salary: $15,000 to $20,000. Box D-411.

BOOMING AUSTRALIA NEEDS YOU—New 1971 Australian Handbook describing free passage, employment opportunities, business, farming, teaching, etc. $1.00. Employment directories: Australian business, $1.00, U.S. businesses there, $1.00. All three, $2.00. (550 employers listed.) Buckeye, Box 1032DD, Fairborn, Ohio 45324.

FUND RAISER for school opening 1972 in metropolitan New York. Box D-186.

OVERSEAS JOBS . . . Australia, Europe, Asia, South America, Africa, etc. Thousands of openings. Construction, Teaching, Office, Engineering, Sales, etc. $500 to $4,000 a month. Free information. Write: Worldco, P.O. Box 1132, Alhambra, California 91802.

COPY EDITOR/PROOFREADER—Educational materials experience necessary, publishing preferred. Science background helpful. NYC. SR Box D-450.

EUROPEAN-FOREIGN EMPLOYMENT—Detailed report on currently available jobs—Europe, Australia, Africa. $3.00. Eurojob Report, Box 52643-R, Lafayette, Louisiana 70501.

EXCITING OVERSEAS JOBS. Directory $1.00. Research Associates, Box 942-R, Belmont, California 94002.

EXECUTIVE DIRECTOR for community self-help center. M.A. degree plus training and experience in group encounter, youth problems and knowledge about drugs. Salary $13,000-$17,000. Send resume to Mr. H. P. McLane, Genesis Inc., P.O. Box 1092, New Canaan, Connecticut 06840.

ACADEMIC POSITIONS—U.S. and Foreign. All levels and subjects. Come in or send $1.00 (printing and handling) for list of hundreds of positions. Private School and College Bureau (Since 1925), Suites 422-24, 342 Madison Avenue, Dept. SR, NYC. 212-0X 7-4341.

OVERSEAS OPPORTUNITIES . . . Higher pay! Free Transportation! Complete information including Directory of 135 companies hiring thousands of Americans overseas . . . all occupations! Send $1.00. International Opportunities, Box 232-MS, Cumberland, Indiana 46229.

SCRIPTWRITER—Educational materials audiovisual experience necessary. NYC. SR Box D-446.

AUSTRALIA WANTS YOU ! ! ! Government assisted passage. 1972 government information and forms. Most complete information available. $1.00. Reports on Employment, Business, Taxes, Education, Teaching, Housing, Ranching, Maps, etc. AUSTCO, Box 3623-K, Long Beach, California 90803.

OVERSEAS JOBS—Europe, South America, Australia, Far East, etc. 2,000 openings all trades. Construction, Office, Engineering, Sales, etc. $700 to $3,000 month. Expenses paid. Free Information. Write Overseas Jobs, International Airport, Box 536-U, Miami, Florida 33148.

EMPLOYMENT OPPORTUNITIES

SECRETARY — Publishing; prominent magazine. NYC. Manuscript typing and steno required. Excellent benefits. Send resume stating salary to Box D-464.

WORLDWIDE POSITIONS AVAILABLE. Enjoy high pay, travel allowance, paid overtime!! Write: Global Employment, Box 706P67, Orinda, California 94563.

"AUSTRALIAN OPPORTUNITIES HANDBOOK"—Latest information about Government Paid Transportation, Employment, Business, Farming, Housing, Education . . . plus "Employers' List" and Forms. Send $1.00. International Services, Box 19107-MT, Washington, D.C. 20036.

HOW TO GET JOBS OVERSEAS—Europe, Asia, South America, Australia, Worldwide. Lists hiring organizations. 253 pages, $2.98, refundable. Staydrysr, Whitestone, New York.

HOUSES AVAILABLE

For Sale

VERMONT. All-season chalets, village homes. Choice acreage. Free brochure. ROLAND BEERS & ASSOCIATES, Manchester. 05254.

WESTPORT, CONNECTICUT—Boatman's dream. 50 yards from the water, with open views, mooring, private beach, private lane, 6 years young, raised ranch, 4 bedrooms, 2 baths, living room with fireplace, paneled family room, huge covered deck, 2 car heated garage. 5 minutes to train. $67,500. Owner SR Box C-827, 203-853-1519.

VERMONT VACATION COTTAGE beside pretty stream. 2 rooms, gas utilities, storage building. ½ acre. $5,900. Realtor James Halley, West Newbury, Vermont 05085. Phone 802-429-3291.

For Sale—Furnished

MALLORCA'S "BIG SUR" COAST. Swiss-designed vacation terrace homes. One bedroom. Completely furnished. Private, unobstructed view of Mediterranean. 12 miles from Capital City, Parma. $13,000 until October 31st. PANORAMA INTERNATIONAL, 810 18th Street, Washington, D.C. 20006. 202-783-3600.

For Rent—Furnished

TOBAGO COTTAGES—All sizes, locations, and rental rates. Cottage Owners Association, Box 194, Tobago, W.I.

MONTEGO BAY—Large new villa, superior furnishings, 3 bedrooms, 3 baths. Large pool, beach privileges, ocean view. Staff 3. Six persons $400 weekly to December 15th; $650 to April 15th. SR Box D-49.

BRITISH VIRGIN ISLANDS. Remote beach cottage. Idyllic view. $150 weekly. Box 6, South Gouldsboro, Maine 04678.

MODERN. 6 room beach house near Cape May, N.J. Experience lonely beaches, foaming winter tides, bird migrations. Monthly $125, October-April. W. Fenimore, 22 Elbow Lane, Lansdale, Pennsylvania 19446. 215-855-7153.

HOUSES FOR EXCHANGE

RENT-FREE VACATIONS. Write Holiday Home Exchange, Box 555, Grants, N.M. 87020.

MARTHA'S VINEYARD — Gorgeous, own beach, swap Manhattan apartment October 1st-15th approximately. No children, pets. SR Box D-433.

APARTMENTS AVAILABLE

For Rent

Furnished/Unfurnished

ITHACA, N.Y. Walk to Cornell campus for lectures, concerts. Fairview Heights . . . a new environment for living designed by Marcel Breuer. Write to Fairview Associates, 100 Fairview Square, Ithaca, N.Y., or call Mr. Sullivan, 607-AR 2-3420.

APARTMENTS AVAILABLE

For Rent—Furnished

SR EDITOR wishes to sublet Greenwich Village garden apartment in friendly community for six months to a year. Box D-465.

APARTMENT FOR SALE

Furnished

ST. CROIX. U.S. Virgin Islands. Luxury 3 bedrooms, 3 baths. On beach. $75,000. SR Box D-438.

APARTMENT WANTED

To Sublet

PROFESSIONAL COUPLE needs sublet 3-6 months NYC. Reasonably priced. References. Box D-426.

LAND FOR SALE

BIG SUR—Breathe on five acres, view, redwoods, underground utilities. Box 832, Del Mar, California 92014.

PROPERTY FOR SALE

BAR HARBOR—Lots of room to move around on 4 to 5 acre hillside homesites with ocean beach privileges for a surprising $3,500. Town roads, power, telephone, private picnic and pond area for the residents. Golf, boating, summer theatre, riding, sightseeing, shopping and all conveniences in beautiful Bar Harbor. Only $300 cash required. 6 yr. 7¾% terms. An exceptional value in a beautiful setting. Call Whitecaps, 207-667-5956 or write Box 45SF, Bar Harbor, Maine 04609.

NORTHERN VERMONT REAL ESTATE. Brooks H. Barron, Kent Mitchell, Realtors, Hyde Park, Vermont 05655. 802-888-4287/2433.

HORSES ANYONE? Heaven is 38 box stalls, huge indoor arena, 52 acres, attached people quarters, central air, 2½ baths, etc. Mrs. W. Gerken, Hideaway Farm, Hopewell, N.J. 609-466-3426.

GHOST TOWN California desert. Clean air. 75 acres including old buildings, boot hill, partly developed mobile home park, all utilities. Exceptional potential. Low down. Terms to suit. P.O. Box 14, Pismo Beach, California 93449.

GOVERNMENT LANDS . . . Low as $3.50 acre! Vacationing, Homesteading, Investment! Exclusive "Government Land Buyer's Guide" . . . plus "Land Opportunity Review" listing lands available throughout U.S., send $1.00. Surplus Lands, Box 19107-MW, Washington, D.C. 20036.

GOOD'S POINT, STEUBEN, MAINE. An entire small peninsula on Dyer Bay for only 9 families with common ownership of a 2 acre island offshore. Long ocean view. Several sandy beaches. 160 to 175 feet shorefront from $12,000. Only 15% down, 7¾% simple interest for 6 years. Call Whitecaps 207-667-5956 or write Box 45-SG, Bar Harbor, Maine 04609.

NOVA SCOTIA: 1,000 acre beef ranch. Equipped. Two houses, 4,000 feet frontage Bay of Fundy. $75,000. Frank Punderson, Pittsford, Vermont 05763. 802-483-2358.

MAINE—Wooded acreage, starting at $40 per acre—also all forms of real estate. FRANKLIN REALTY CO., 44 Main Street, Farmington, Maine 04938. Tel. Office 207-778-2852 (Mr. Barrows).

CANADIAN GOVERNMENT LANDS . . . low as $1.00 acre! Vacationing, Investment, Homesteading! All provinces! "Opportunities in Canadian Land" includes complete purchase information! Send $1.00. Canadian International, Box 2193-MV, Indianapolis, Indiana 46229.

BUSINESS OPPORTUNITIES

INTERESTED IN OWNING A FRANCHISE?—Business of your own, or full or part time money-making opportunities? Find out what's available. Send name for FREE 5 month subscription to Salesman's Opportunity Magazine, Dept. 762C, 1460 Hancock Center, Chicago, 60611.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CAMPS

IDEAL FOR FIRST TIME CAMPERS: Appel Farm Arts & Music Center for Children, Elmer 24, New Jersey 08318.

RETIREMENT LIVING

RETIREMENT LIVING AT ITS FINEST at Crestview Center in the heart of the residential metropolitan Toledo (Ohio) area. A specially-developed community where retired people share the security of health services, the comfort of never being alone, the assurance of protection against inflation, the independence of coming and going as they please. Life lease or a new monthly fee plan available. For complete information, write Mr. Maurice Seiple, *Director of Development*, Crestview Center, Harroun Road, Sylvania, Ohio 03560.

ANDES CHALET — Luxurious, 4 bedrooms, 30 acres. $29,000. Box D-441.

VACATIONS

QUIET, ELM SHADED location near ocean, art galleries, shops, wharves. Small inn and motel with or without meals. Open to November. Tuck Inn Lodge, Box 118R, Rockport, Massachusetts 01966.

WHALER'S INNE, Mystic, Connecticut—Inviting, homey seatown hostelry, walking distance to famed Mystic Seaport marine museum. Doubles $14-$24; 4 persons, $20-$24. Reserve by mail or phone.

NANTUCKET, Island of Enchantment. 30 miles at sea, less than one hour by air from New York or Boston. Sandy beaches, perfect swimming into October, golf, fishing, your favorite sports. Interesting historic areas. Well-equipped boat basin. Modern accommodations. Excellent restaurants. Illustrated booklet. Information Service, 45 Federal Street, Nantucket, Massachusetts 02554.

SECLUDED SEASIDE VILLA *on Jamaica's north shore.* Two air-conditioned bedrooms, housekeeper, gardener, pool, garden. View alone worth the trip. Dowling, 127 West 79th, NYC, 10024.

PARADOR MARTORELL, inn by world famous Luquillo Beach. Box O, Luquillo, P.R.

THE SEASIDE, unspoiled Longboat Key, Florida 3357. *Year 'round resort on private beach.*

NASSAU—Relax in 1-2-3 room apartments. On excellent beach, pool. Cable Beach Manor, Box 263, Nassau, Bahamas.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

FLORIDA KEYS—ISLAMORADA. Box 222R, Drop Anchor Resort Motel. AAA. Relaxed oceanfront tropical living. Efficiencies. Pool. Brochure.

CARIBBEAN SEA—Remarkable resort. Idyllic coconut beach. Efficiencies. CARIBE PLAYA, Patillas, Puerto Rico.

PELICAN COVE MOTEL AND MARINA—Florida Keys, immaculate oceanside apartments, beach, swimming, fishing, skin diving, tennis, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle, Islamorada. Phone 305-664-2811. THE SHARY'S.

COME EARLY TO TUCSON before heavily booked season begins. Near the University. Charming rooms and patios; excellent food. American Plan. $17 to $22 a day. CHRISTOPHER SQUARE INN, 1035 East Mabel Street, Tucson, Arizona 85719.

"JOHNNY SEESAW'S"—PERU, VERMONT 05155. September's frosts kindle bursts of glowing color to flood our mountains. Spacious pool . . . court . . . superb golfing. Folder.

WE'RE STATIA'S LARGEST INN. (We have five rooms.) Almond Tree Inn, St. Eustatius, N.A.

LOW-COST FAMILY VACATION — Florida houseboat rentals. Cruise and fish sheltered waterways. Your own floating island. Boating experience unnecessary. Write for brochure: Waterbird, S-15, Box 617, Jensen Beach, Florida 33457.

1780 LOG HOUSE — Superbly restored, furnished, equipped, charming Appalachian setting year round. Choppingdale Tree Farms, Deerfield, Virginia 24432.

VACATIONS

NEW MEXICO. Nature oriented Bear Mountain Lodge, Silver City. 505-538-2538.

CHICO HOT SPRINGS LODGE, Pray, Montana 59065. Rustic, yet modern. Restful atmosphere, delicious meals, large, hot, mineral pool. Exotic scenery. Lounge. Trail rides, fishing, big-game hunting. Year round resort. Phone 406-333-4411.

JENSEN BEACH, FLORIDA CHARTER—New Ericson 29 wheel, dinghy, pressure water, S/S, fully equipped for up to 6 comfortably. $325 week. Hutchison, 1816 Floral Drive, Wilmington, Delaware 19803. 302-762-5113.

NANTUCKET—Enjoy autumn's colors etched against miles of our sandy moors. Guest house in historic district. Gracious, cozy, convenient. "The Little Crooked House on Broad Street." 617-228-9894.

SUNNY BARBADOS — Incomparable INCHCAPE, casual living on year round southeast coast, cooled by Trade Winds, coral beach, limitless sea views. One-two bedroom guest houses, *tastefully furnished, maid-cook included,* May-November $80-$150 week; December-April $150-$275 week. Susan Moran, 12811 Three Sisters Road, Potomac, Maryland 20854. 301-299-9530.

OVERLOOKING THE BLUE PACIFIC in San Francisco. Residential area. Seal Rock Inn Motel, 545 Point Lobos Avenue, 94121. Write for rates.

BUCKS COUNTY—If you can't be a house guest in Bucks County, be ours. The 1740 House is a quiet, very charming country inn. 24 rooms, each with terrace, overlooking the Delaware River. We would be delighted to have you visit us. For a detailed brochure, write: 1740 House, Lumberville, Pennsylvania 18933. Tel. 215-297-5661.

ANTIGUA, WEST INDIES—Modern Falmouth Harbour *Beach Studio Apartments. Maid, shopping service. Private* white sand beach. Swim, sunbathe, fish, sail, snorkel. No charge for use of boats. Write for color brochure or see your Travel Agent. N.Y. Rep: F. Junge, 51 East 42nd Street, New York. 212-867-7585. Owner: Hancarib, 770 Welch Road, Palo Alto, California. 415-325-5627.

JEWEL BOX ELEGANCE, Lighthouse Inn, 52 room mansion showplace of the shore at New London, Connecticut. 2½ hours from Gotham. Superb food. E.P. Doubles $15 up. Brochure S.

SUMMER STUDIES ABROAD

GERMANY—FRANCE—SPAIN — SCHILLER COLLEGE —see "STUDIES ABROAD." Language, Literature, Art, Theatre, Music, East-West Studies.

STUDIES ABROAD

GERMANY — FRANCE — SPAIN — ENGLAND — SCHILLER COLLEGE—Liberal arts; B.A., M.A. (German, French, theatre), M.M. curricula; academic year programs in Heidelberg, Berlin, Bonnigheim Castle (near Stuttgart), Paris, Madrid, London. American credit system. Special programs: music, theatre, fine arts. Stimulating European Travel Program. Choice of graduate and undergraduate summer courses. Write: Schiller College U.S. Office, 429 N.W. 48th Street, Oklahoma City, 73118. (Phone: 405-842-5979) or 7121 Kleiningersheim, Germany.

STUDY AT SEA. World Campus Afloat Semester sails September and February to exotic ports round the world. Accredited. New lower rates. Write: Chapman College, Box CC17, Orange, California 92666.

PHOTOGRAPHIC ARTS—Studies in cinema and photography. PRAESTEGAARD, Kettrop pr., 9690 Fjerritslev, Denmark.

WASTING YOUR HOLIDAY? Enjoy 2 weeks or a year of arts, crafts, intensive Spanish, Writers' Workshop as hobbyist, professional; MFA program. Field trips, sunshine, sports, Mexico's loveliest town. Complete board from $4. Prospectus? Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

16-18 YEARS OLD? and open to new and different ways of living and thinking? Live abroad for one year in Europe, Asia, Latin America or Africa. Write: International Christian Youth Exchange, Dept. SR 4, Room 1908, 475 Riverside Drive, New York, N.Y. 10027.

TRAVEL

SEE WORLD FAMOUS Vermont Marble Exhibit, Proctor, Vermont, Rt 3, near Rutland. Open May 28th-October 17th. Unusual displays of some of the world's most beautiful marble varieties. Home and yard uses of marble. Memorials selection. Celebrated carvings, unique Presidential display. Color motion pictures. Shop for marble table tops, gifts. Write: *FOLDER.*

AUTO BABYSITTERS—INDOOR parking. Rates LOWER than outdoor airport/pier parking. Pickup/delivery. Branches throughout NYC. Savoy Garages, 827 Sterling Place, Brooklyn, N.Y. 11216. 212-493-9800.

NEW YORK CITY, HOTEL BEDFORD, 40th Street, Just East of Park Avenue. For the discriminating guest who prefers a quiet and gracious hotel in the midst of New York's most convenient Grand Central area . . . near all shopping and entertainment. Beautifully decorated rooms and suites . . . featuring fully equipped kitchenettes . . . air conditioning and TV . . . Ideal for families . . . Continental Restaurant and Cocktail Lounge. Write for brochure. 118 East 40th Street, New York, N.Y. 10016.

WORLDWIDE FREIGHTER GUIDE — $1.75. Rates, schedules, 700 passenger carrying Freighters. TravLtips, 40-21Z11 Bell, Bayside, N.Y. 11361.

"CASTLE-HOTELS," "FLEA MARKETS" guidebooks. 450 castles, monasteries, palaces offering accommodations. 250 illustrations, maps, 16 countries, "Europe's Flea Markets"—80 markets, 10 countries, maps. $2.95 each. Both $5.50. Robert Long, 634s Bellmore Avenue, East Meadow, N.Y. 11554.

ON THE BEACH. "Coasts of the World" oceanography study tour, February 23rd to March 20th, by air to Canary Islands, Africa, Mauritius, Australia, New Zealand, Tonga, Hawaii. Lectures and field trips will study marine biology, geology, man's interaction with coastal environment. Instruction by university oceanographers; no previous training necessary. $2,730 all-inclusive except for some meals. Write UNIVERSITY OF WASHINGTON, Short Courses, Dept. S, Seattle, Washington 98105.

ARCHAEOLOGICAL SPECIAL — Mexico — Christmas. Rail tour December 17th, 1971-January 2nd, 1972. Mexico's "Grand Canyon," Mexico City, Puebla, Cholula, Veracruz, Merida, Progreso, Chichen Itza, Uxmal, Teotihuacan. Air conditioned "Pullmans," private lounge and diner, American style menus, bottled water, anthropological experts. Cost from El Paso, lower $540. Repeated February 25th-March 12th, 1972. WAMPLER TOURS, Box 45-SR, Berkeley, California 94701.

THIS AD + $7.00 per person, double occupancy entitles you to real value New York. Next time try CENTURY-PARAMOUNT HOTEL, 235 West 46th Street, convenient theatres and everything; 650 rooms, with bath, TV, air conditioning. Single-$10.00. Don't delay, reserve now. This is a "sleeper" in every sense.

BASKETVILLE—World's largest basket stores. In Vermont—Putney (Rts 5 & 91); Manchester (Rt 7); in Massachusetts, 200 Hudson Street, Northboro; Florida, Venice (Rt 41). Browse among our incredible selection of baskets, bucketware, woodenware, gifts. Beautiful artificial flowers, foliage. Imported and domestic. Write: Folder.

SAN FRANCISCO on $4.50 a day. New free brochure tells how *City's unique residence clubs beat the high* cost of living. Rates from $130 month ($35 week) cover hotel-type services, two good meals, plus the happy, relaxed conviviality of 100 other men and women. Write for brochure and reserve now for fall. The Monroe, 1870 Sacramento, 94109. 415-GR 4-6200.

JOURNEY THROUGH TIME down Mexico way, Baja peninsula and Sierra Madre mountains. Free brochure. Mitch Williams, Box 1206H, Moab, Utah 84532.

LONDON, ENGLAND. Fashionable Kensington, central yet quiet. Good, middle-class accommodation with friendly atmosphere. Light housekeeping facilities and full hotel services. Singles, doubles and 2/3 room suites, all with central heat, TV, radio and telephone. From approximately $5 to $8 daily per person. Clearlake Hotel, 19 Prince of Wales Terrace, Kensington, London W.8. Tel. 01-937-3274.

MEXICO CRUISE. Sail aboard the last Windjammer to exotic tropical ports of La Paz, Mazatlan, Puerto Vallarta, Acapulco. Swim, scuba and adventure. 28 days-$785. Trade Wind Cruises, Box 176, Dept. 100A, Palos Verdes Estates, California 90274.

SPLIT TO EUROPE! We'll JET you there and back. All dates. Lowest rates. Group Flights Consolidated, Inc. 212-658-5090.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KINGSLEY DOUBLE-CROSTIC NO. 1954

Reg. U. S. Patent Office

By Thomas H. Middleton

DEFINITIONS	WORDS
A. Lacking seams, unsewed	3 18 22 33 82 104 111 119 52 131 133 165
B. Volume of sound	203 209 39 58 65 71 84 100
C. "I'll ___ / And ask of thee forgiveness," says Lear to Cordelia (2 wds.)	126 132 140 144 149 159 168 175 184
D. Expressing emotion	205 55 70 79 97 105 114 94 110
E. Oxides of cerite, euxenite, gadolinite, etc. (2 wds.)	115 130 141 147 163 198 60 66 86 181
F. Guess-warp (2 wds.)	188 213 221 7 9 20 31 40 46 50 59
G. Expanded, increased (2 wds.)	64 185 89 95 102 217 196
H. Have the desired result; come next after something else	145 157 67 75 211 85 5
I. Destroyed the fulfillment of (4 wds.)	57 63 146 152 166 194 200 23 72 129 172 123 137 212
J. A stand consisting mainly of mature trees (2 wds.)	222 15 41 45 80 83 109 113 135
K. First name, WORD L	153 202 191 215 30 117 122 17 35 44 73 143
L. Indian author (1861-1941, "The Crescent Moon")	170 87 134 150 169 176
M. "Because I do not ___ again" (3 wds.; Eliot, "Ash Wednesday")	208 26 214 219 2 34 77 124 173 179

DEFINITIONS	WORDS
N. Melodious	11 76 88 93 155 183 206
O. Production, processing, and marketing of olives	27 54 91 161 14 106 148 78 121 177 48
P. 4 wds. after *The*: Jack London novel	37 99 162 25 49 187 103 171 16 223 6 90 139
Q. Echoes	193 51 127 68 56 92 24 160
R. Outrageous or atrocious; huge, immense	98 108 156 197 201 38 32 186
S. Nerves or blood vessels that conduct away from an organ or part	112 151 167 174 96 13 4 136 195
T. Lettuce, cabbage, bread, scratch (2 wds.)	210 154 69 8 21 107 53 101 199
U. Luminous white spot occasionally appearing at the sun's elevation but in the opposite part of the sky	61 10 118 12 178 207 29 189 47
V. Members of a movement associated with Millard Fillmore (comp.)	28 158 182 81 164 120 128 218 42 216 62 1
W. A man of superlative station, rank, or repute	36 43 19 125 116 138 142 74 204 220 192 190 180

DIRECTIONS

Don't let the definitions scare you. If you can guess five or six of these WORDS correctly, you should be able to solve the Double-Crostic . . . When you've guessed a WORD, fill in the dashes, and also write each letter in its correspondingly numbered square in the diagram. When all the squares are filled in, you will have a quotation from a published work. Dark squares indicate the ends of words. If there is no dark square at the right side of the diagram, the word carries over to the next line . . . You should be able to see words and phrases begin to form in the diagram on the basis of having just a few letters. Enter the letters you can guess into the diagram and the blanks in the defined WORDS, and you'll find yourself working from WORDS to diagram and back, solving the puzzle . . . The initial letters of the defined WORDS spell the name of the author and the title of the work from which the quotation was taken. This acrostic feature can be very helpful to the solver.

							1 V	2 M	3 A	4 S	5 H	6 P	7 F	8 T		9 F	10 U		11 N												
12 U	13 S		14 O	15 J	16 P	17 K	18 A	19 W	20 F	21 T		22 A	23 I	24 Q		25 P	26 M	27 O	28 V	29 U	30 K	31 F		32 R	33 A		34 M	35 K	36 W		37 P	38 R	39 B	40 F	41 J		42 V	43 W	44 K	45 J	46 F	47 U	48 O		49 P	50 F	51 Q	52 A	53 T	54 O	55 D		56 Q	57 I	58 B	59 F	60 E		61 U		62 V	63 I	64 G	65 B	66 E		67 H	68 Q	69 T	70 D	71 B	72 I	73 K	74 W		75 H	76 N	77 M	78 O	79 D	80 J		81 V	82 A	83 J	84 B	85 H		86 E	87 L	88 N	89 G	90 P	91 O		92 Q	93 N	94 D	95 G	96 S		97 D	98 R	99 P	100 B	101 T	102 G		103 P	104 A		105 D	106 O	107 T	108 R		109 J	110 D		111 A	112 S	113 J	114 D	115 E	116 W	117 K		118 U	119 A		120 V	121 O	122 K		123 I	124 M	125 W	126 C	127 Q		128 V	129 I	130 E	131 A		132 C	133 A	134 L	135 J	136 S		137 I	138 W	139 P	140 C	141 E		142 W	143 K	144 C		145 H	146 I	147 E	148 O	149 C		150 L	151 S		152 I	153 K	154 T	155 N	156 R	157 H	158 V	159 C		160 Q	161 O	162 P	163 E	164 V	165 A	166 I		167 S	168 C	169 L		170 L	171 P	172 I	173 M	174 S		175 C	176 L	177 O	178 U		179 M	180 W		181 E	182 V	183 N	184 C	185 G	186 R		187 P	188 F	189 U	190 W		191 K	192 W	193 Q	194 I	195 S		196 G	197 R		198 E	199 T	200 I	201 R	202 K	203 B	204 W		205 D	206 N	207 U		208 M	209 B	210 T	211 H	212 I		213 F	214 M		215 K	216 V		217 G	218 V	219 M		220 W	221 F	222 J	223 P							

Solution of last week's Double-Crostic will be found on page 20 of this issue.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

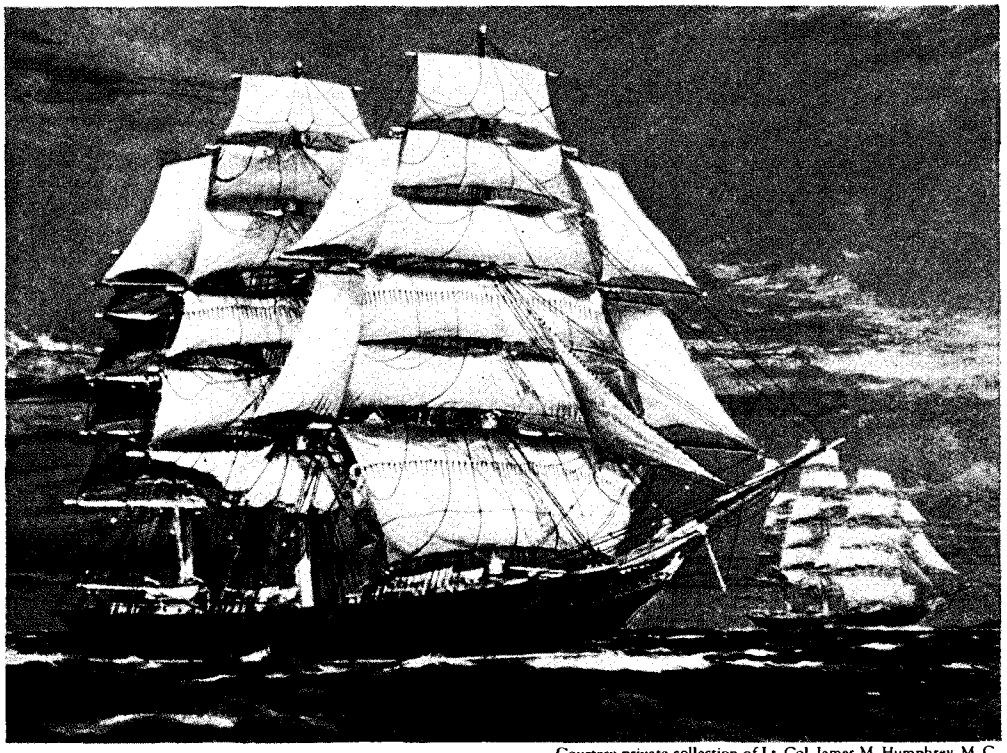
Cutty Sark vs. Thermopylae.

The most famous clipper race of all time

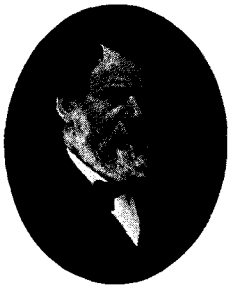
In the early 1870's, the clipper *Thermopylae* held "the blue ribband," symbol of victory in the incredible tea races that pitted great ships against each other and half the world's oceans. But then came *Cutty Sark*, built solely to beat *Thermopylae*. And in 1872, the two ships met for the first and only time.

On June 17th they cast off from Shanghai together, bound for London. Immediately they were separated by gales. *Cutty* forged far ahead. And then on August 25, a huge sea tore *Cutty's* rudder away. In 6 days of storms, the crew fashioned and fitted a jury rudder. And when it snapped, they made a second rig, this time in only 24 hours. With her speed severely cut by the weak rudder, *Cutty* limped home, docked after *Thermopylae*—yet won the race!

A special maritime board was convened which inspected the logs of both vessels and decided that, based on actual time under sail in equal conditions, *Cutty Sark* had made the faster passage. From that time on, *Cutty* was never beaten in equal competition. Small wonder that, years later, a reporter was to write of the finish of yet another clipper race, "*Cutty Sark* first... the rest, nowhere."

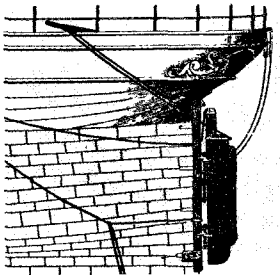


Courtesy private collection of Lt. Col. James M. Humphrey, M. C.

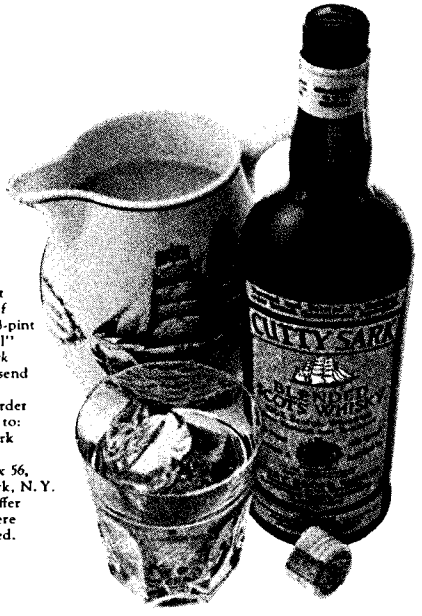


Capt. Moodie, *Cutty's* commander in her most famous race.

Cutty's jury rudder, seen in drydock.



Illustrations and text from "The Log of the Cutty Sark" reprinted with permission of Brown, Son & Ferguson, Ltd., Publishers.



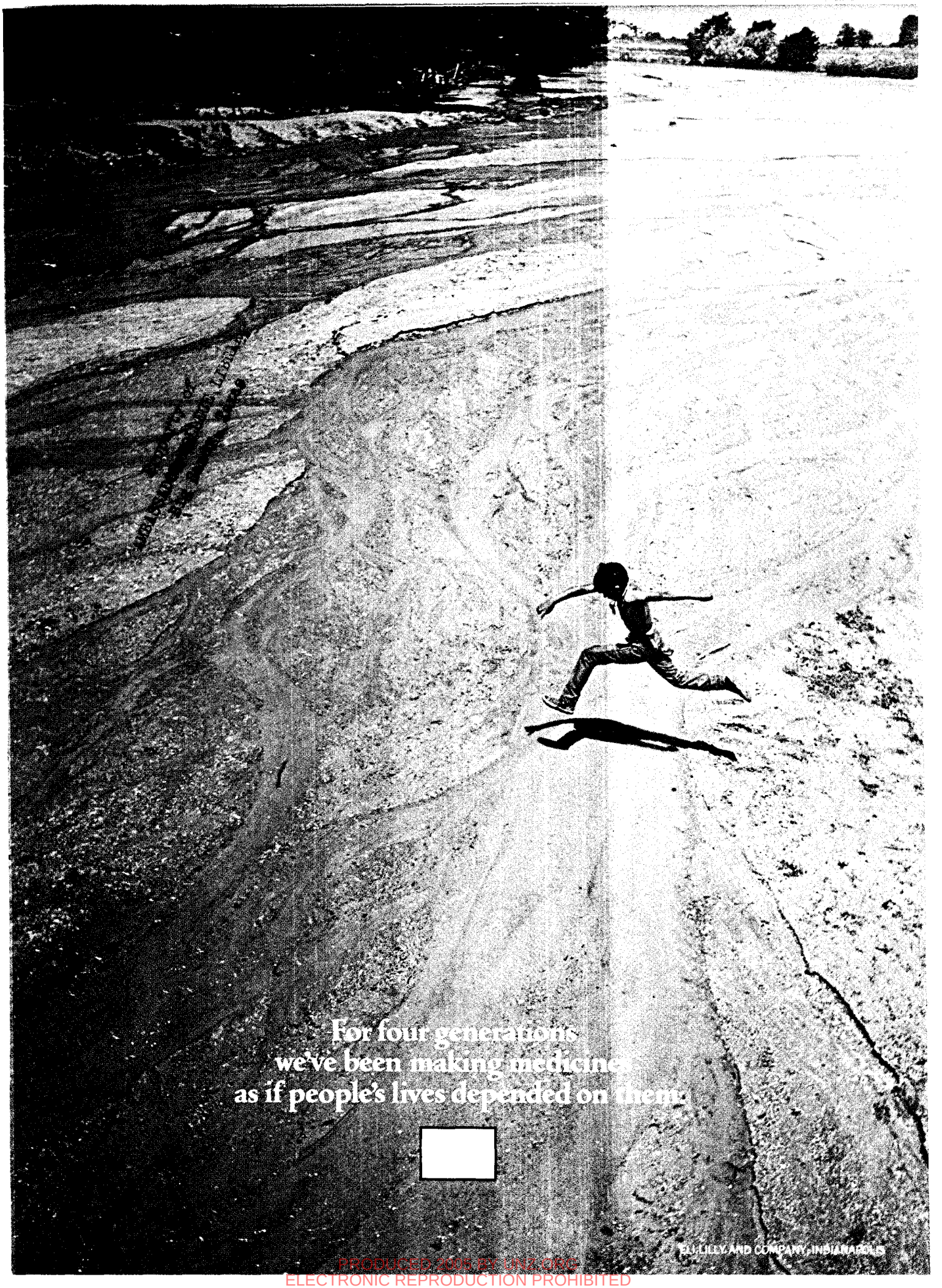
For exact replica of antique 3-pint "Liverpool" *Cutty Sark* pitcher, send check or money order for $4.95 to: Cutty Sark Pitcher, P.O. Box 56, New York, N.Y. 10046. Offer void where prohibited.

***Cutty Sark's* century-old reputation** is honored by the Scots whisky that took her name. For generations, Cutty Sark has blended only Scotland's best whiskies to create the exceptional Cutty Sark taste... and the character only Cutty Sark can offer. Cutty Sark. It stands alone. You'll know why.

Cutty Sark...the only one of its kind.

THE BUCKINGHAM CORPORATION, IMPORTERS - NEW YORK, N.Y. - DISTILLED AND BOTTLED IN SCOTLAND - BLENDED 86 PROOF

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED


For four generations
we've been making medicines
as if people's lives depended on them.
E.L. LILLY AND COMPANY, INDIANAPOLIS

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED